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ABSTRACT

The following papers on English as a second language (ESL) are collected here: (1) "The Joy of Language" by H. Douglas Brown, (2) "Hats Off to the TESOL Classroom Teacher" by Darlene Larson, (3) "Two Languages in One Brain: An Introduction to Psycholinguistics" by Lev Soudek, (4) "Do Techniques Derived from Hypnosis Offer a Positive Contribution to ESL?" by Myrna L. Hammerman, (5) "Increasing Reading Rate without Anxiety in the ESL Classroom" by Denise M. Mahon, (6) "Composition for Advanced Adult ESL Students" by Jean Berglof Chapman, (7) "Paradigmatic/Syntagmatic Responses and Reading Achievement of the Limited English Speaking Adult" by Richard A. Orem, (8) "Guided Spontaneity: An Approach to Grammar Class" by Irwin Aloff, (9) "Teaching Pronunciation: A Grammar Integrated Approach" by Beth Weisberg, (10) "Handwriting and the ESL Teacher" by Gary Bevington, and (11) "A Decade of Illinois TESOL/BE 1970-1980" by Virginia Welninski. (JB)

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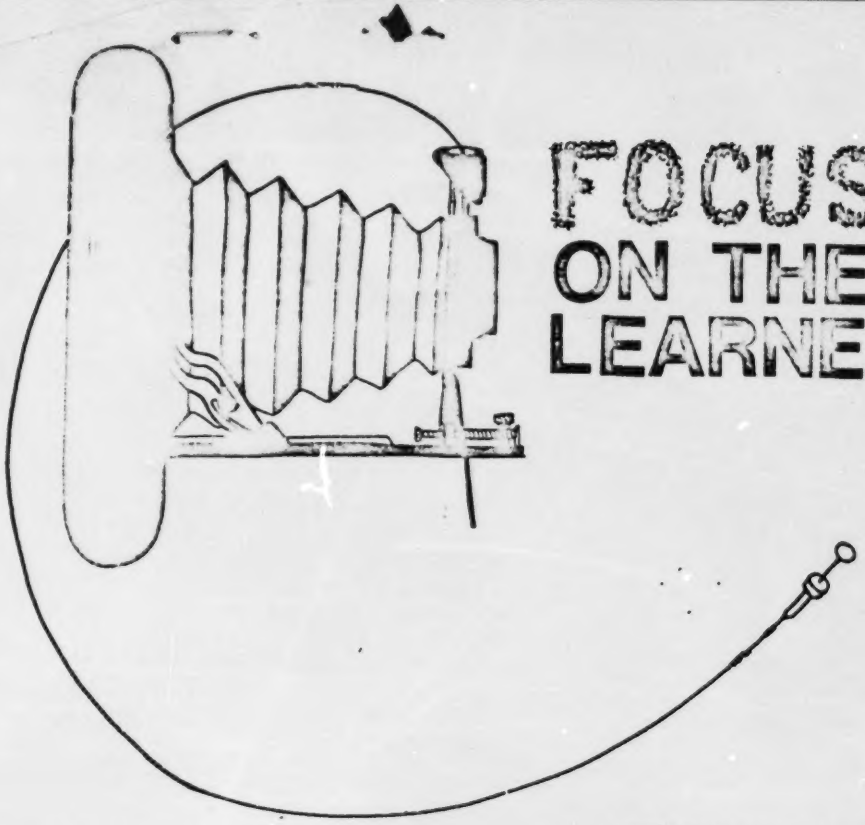

FOCUS ON THE LEARNER

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THE COLLECTED PAPERS OF THE

EIGHTH ANNUAL STATE CONVENTION OF Illinois Teachers of English To Speakers of Other Languages and Bilingual Education

MARCH 21-22, 1980

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The Collected Papers of the Eighth Annual Convention of Illinois TESOL/BE

Collected and Edited by John F. Haskell

The Eighth Annual Convention of Illinois TESOL/BE celebrated our Tenth Anniversary as a statewide professional organization of ESL and bilingual teachers. As Virginia Welninski, our first president, pointed out in her history of the organization, which appeared in the program and subsequently in the Illinois TESOL Newsletter, we have grown not only in size but in the breadth of services which we offer our membership. We have, as an organization, provided our parent, international, organization with leadership at all levels. At present, for example, Lyle Bachman is the Chair of the Applied Linguistics SIG (Special Interest Group), Jeffry Bright is Associate Chair of the Adult SIG, Linda Schinke is the Chair and Lupe Hammersma the Associate Chair of the ESL in Bilingual Ed SIG, Marsha Santelli is the Chair and Vicki Gunther the Associate Chair of the Elementary SIG, David Barker and Sue Morrisroe are the editors of the Secondary SIG Newsletter, Linda Schinke, Vicki Gunther and Elliot Judd are members of the TESOL Socio-Political Concerns Committee, John Haskell is the Editor of the TESOL Newsletter and a member of the TESOL Nominations Committee (and a nominee for the Executive Committee of TESOL), Kyle Perkins was an Associate Chair of the TESOL Convention Program Committee, a position which Phil Roth presently holds, and, of course, H. Douglas Brown is the present President of International TESOL.

The Eighth Annual Convention, held in Chicago, was the largest meeting Illinois TESOL/BE has ever had. Plenary speakers such as Doug Brown, Darlene Larson and Don Knapp, and the over sixty papers and workshops which were presented over the two day period of the conference helped make it a success. There were over forty tables of publishers materials available for the over 700 attendees of the conference to look at.

This collection is a small selection of some of the papers presented at the Eighth Annual Convention and is put together in celebration of our Tenth Anniversary. It is dedicated to those officers and committee chairs, those hard-working committee members who give their time so freely, to those members who by their efforts at the local, state, and national level bring stature and recognition to Illinois TESOL/BE as a professional organization. This small volume reflects, I think, the breadth of the interests and expertise of our membership. It is, hopefully, only the first of many such collections which will preserve the best of our conventions and provide a continuing access to the information presented.

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THE JOY OF LANGUAGE[1]

H. Douglas Brown
University of Illinois

ESL teaching is serious business. We work hard to make sure our classes are valid educational experiences. We struggle for creative bursts of energy that will lead to breakthroughs for students. Learners, too, give it all they've got, burning midnight oil to please themselves and their teachers. The result is grueling weeks and months of concentrated effort in the teaching and learning of a new language. The pressure builds. But teachers and learners have a unique way of relieving the anxiety, an ESL stress pill that works every time. It's called "the joy of language." We are blessed in this profession by being exposed every day to the sheer delightfulness of language itself--what Michael Halliday called the "imaginative" function of language.

Think about it. Few professions have built into them such rich possibilities of joy. Even in our own in-group jargon there's unlimited grist for our humor mills. Laurie Wellman[2] was kind enough to provide us with some great daffynishuns of those beloved terms we learned to hate in our graduate school teacher training courses:

"pattern drill"--a Black and Decker tool for cutting small designs in wood.

"minimal pairs"--the smallest size fruit which the A&P can legally sell before the fruit inspector issues a violation.

"compound bilingual"--a very rare medical condition, in which both lips are injured at the same time.

"TESL"--the Yiddish word for the fringe on a graduation hat.

"gum ridge"--a large accumulation of Bazooka, usually found on the underside of children's desks at the end of the school year.

"Noam Chomsky"--an Indian complaining to his dentist about his false teeth.

Admit it. Very few respectable professions can provide us with such linguistic ingenuity.

But the joy of language extends far beyond TESOL jargon. Just listen to people around you every day--native speakers, that is--and you will hear the imaginative function playing its tricks on your trained ears. One such category is "double talk." Somebody once said, "It was so dark you couldn't see your face in front of you." I think that was the same person who, during a loud party, commented, "Don't make so much noise, remember, this isn't the only house we're in." Some time ago, my twelve-year-old daughter, in her usual rush to get through a sentence, described a spill one of her friends took: "She just...she just went...heads over tails." Those joys of language are probably more aptly described not as double talk but "double take;" it takes you a few seconds to realize you've heard an unexpected combination of words.

Some of the funniest slips of the tongue aren't slips of the tongue at all, but slips of the pen. The following sentences are taken from actual letters written by native speakers to a welfare office in a major U.S. city:

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[1]Revised version of a lighthearted talk given to after-dinner TESOL audiences in Tucson and Chicago, 1980.
[2]TESOL Newsletter XI:1 (January-February), p. 7.

"I cannot get sick pay. I have six children. Can you tell me why?"

"Please find for certain if my husband is dead. The man I am living with can't eat or do anything until he knows."

"I am very much annoyed to find that you have branded my son illiterate. This is a dirty lie, as I was married a week before he was born."

"In accordance with your instructions, I have given birth to twins in the enclosed envelope."

Such inadvertent slips are of course also a part of the conscious attempt by second language learners of English to communicate. Remember Leo Rosten's H*Y*M*A*N* K*A*P*L*A*N*, the crusty, cantankerous immigrant who always gave his English teacher such a hard time? Once that teacher asked Kaplan to use the word "heaven" in a sentence and he replied, "In somer ve all heaven a fine time." Similarly, with the word "university," Hyman answered, "Eleven yis is married mine vife an' minesalf, so iss time comink for our tvalft univoisity."

Fortunately for our sanity, we ESL teachers have modern day Hyman Kaplans in our classrooms. We simply need to have the ears to hear and eyes to see the "goofs" our students make. While we must never be guilty of laughing at our beloved students, we surely should cultivate the art of laughing with them. Consider, for example, the rather serious pronouncements that have been made by ESL students as they probe the ultimate values of humanity:

"Life is not a rose of bed."

"The grammar is the basement of every language."

"All work without a play makes Jack a doornail."

"Let us work for the welldone of our country."

"There is no recipe to the cake of life."

A sense of poetry hides within those pearls of wisdom, but even more poetic were the following two excerpts from written compositions:

"Human being usually possess many things which are unseenable, untouchable and unsmellable. Some people are have some exaggeration, they are not spesimist, they are optimist and smile to the life until it laugh to them"

"In the winter, we have only rainies and cloudies and the streets look like sad."

I wonder if E. E. Cummings might have done any better a job of communicating his thoughts?

Some of the most delightful of the joys of ESL goofs are those that are on the "blue" side of humor:

"Sometimes the nurses have to stop a person from breeding by means of bandages."

"That was it, I was feeling the happiest man all over the world."

"The Washington monument is the highest erection in the city."

I've known some teachers who could, from such mistakes, engage in most interesting classroom discussions of the cultural connotations of slang expressions and double-entendre.

Hyman Kaplan's and Laurie Wellman's definitions may not actually be as delightful as some definitions that some ESL students provided:

"cloth"--a tangled thing of string acrosingly.

"Los Angeles freeways"--the streets of craziness.

What always amazes me is the way ESL learners can create such vivid word pictures. With their semi-grammatical interlanguages playing the full range of possibilities, they can create new worlds of meaning:

"I would like to discuss a few of the questions which are constantly poking my mind," said one student in a way no native speaker would ever have expressed it.

Another student criticized Vietnamese politics rather uniquely: "The war between the Vietnamese people and the French was due to the glumpsy policy of the Vietnamese government." Why didn't I think of wording it that way?

Once a student in a very formal manner asked to introduce himself to me: "Allow me to introduce myself and tell you about some of the headlights of my past." (The influence of the automobile age, no doubt.)

A statement which indeed could compete with the best of metaphorical expression rather inadvertently appeared on one student's composition: "The teacher was so good that the students were nailed to his lips."

Where else but in an ESL class and in this delightful profession of ours would we encounter such merriment? The instances go on and on:

"We had a good time in town visiting the library and the pool hall and other cultural establishments."

"In these lakes many kinds of famous fishes are living. These fishes are serving in the restaurants near by the lakes."

"I dream about a day when I'll go to Egypt and walk beside the river Nil looking at the wonderful remains of human hands."

If there is any moral to this spirited collection of ESL mistakes, it may only be that the joy of the language of our students can serve to relieve some of the seriousness and tension in our ESL classes. Through candid, supportive rapport with our students both we and they grow to appreciate the many nuances hidden beneath the surface of our linguistic output. We can celebrate the joy of language by laughing with our students. Or, paraphrasing what the perceptive student quoted earlier said, we can smile to the ESL class until it laugh to us.

(The following remarks were given by Darlene Larson after she reviewed the activities of the TESOL Standing Committee on Sociopolitical Concerns, as keynote speaker on Saturday morning, March 22, 1980, at the Pick-Congress Hotel.)

HATS OFF TO THE TESOL CLASSROOM TEACHER

It is always exhilarating to be part of a TESOL conference whether it be the international extravaganza that we have grown to love and cope with, or an affiliate meeting of more reasonable proportions. The wide variety of special interest areas are all necessary and relevant to learning more about helping other people acquire a second language. And chances are that at a TESOL meeting, the person on your left will be giving a paper during the next session, the one ahead of you may be the author of a text you have always wanted to try, and three out of four of the people giving those papers and writing the books and attending these meetings are classroom teachers.

I'd like to take a moment to acknowledge the awesome responsibility that this profession places on the classroom teacher. The role of the person in charge of learning is always significant. But as I see it the TESOL classroom practitioner is in an even more significant and riskier position because our profession never tells us what to do. That, of course, is the reason why we are all in the most stimulating, challenging job around, but it also creates a burden which all too often goes unnoticed.

I am not speaking of the ever present desire to increase our formal study, earn another degree, learn another language, have a cross-cultural experience, and keep abreast of the professional literature. I am not speaking of the continual need for community involvement, for communicating with local and state public officials, and for serving on faculty committees and community service groups. All of that is assumed. I am speaking of the special responsibility that comes from belonging to a profession that has the courage to say, "we don't have all the answers." Along with the dedication and commitment to find more answers comes the obligation to continue teaching while we are learning. May it ever be so. Let me comment on some specific areas that concern me every time I enter a classroom.

We have much to discover about learning time and rates. In Memory, Meaning and Method, Stevick mentions the need for "time for consolidation of learning." I think I have a notion about what he means. I am not sure that my notion is the same as yours. I am thoroughly intrigued by the topic, but in utter awe of what the implications are for classroom pace, frequency of review, space between the introduction of new items, and more. Ken Sheppard of LaGuardia Community College has been working on sorting out a relationship between progress in learning English and one's search for identity. "Functioning in a new language and a new culture," said Sheppard at a NYS ESOL BEA panel last winter, "gives new feedback as to who you are." Students need time to sort this out. Could he be discussing from another point of view some of the same concerns that Stevick lumps under "time for consolidation of learning?"

Routines in the classroom give me pause. Some are necessary, but I have long been convinced that routines stifle communication. If every class period begins with the taking of attendance, followed by ten minutes of drill, then on to the introduction of a new lesson, there is no need to communicate after the first week of the routine. Students arrive and march through the pattern. Thus, variety of use of classroom time creates the necessity for talking about what to do next, or for making plans for tomorrow, and facilitates the acquisition of communicative competence.

Role expectations have an extraordinary influence on communication (especially authority figures vs. peers). More than once, as I have moved among groups of

students involved in a task I have heard one student tell another exactly what I have taught. Something like this:

Student A: "No, goes. You have to say goes. With he, He goes."

Student B: "Oh, si? Yeah?" (with incredible appreciation) "You put S with he?"

Student A: "Yes, and with she."

Student B: "Yeah? S with he. S with she. AHHHHHhhhhh." (and a not to be mistaken tone of, "Why didn't somebody tell me?" but unmistakable, total acceptance and appreciation.)

While this comes across as genuine news to the student, I can recall the lessons in which the point had been presented and could picture Student B participating. Yet as I moved away from the group I knew that he was hearing this for the first time--really hearing it from his classmate.

A renewed awareness of just how strong peer pressure is came to me on the train last week. A child was talking with his mother, naming things he saw as we passed. But in mother's own way she brought forth the question of the year,

"Are you a girl or a boy?"

"I'm a boy."

"Yes, you're a boy."

"Are you Daddy's little boy?"

"No."

"No?"

"I'm Uncle Norman's little boy."

"Uncle Norman? That's your Daddy."

"No, Uncle Norman."

"Everybody else calls him Uncle Norman. You call him Daddy."

"No. Uncle Norman. I'm Uncle Norman's little boy."

When I think of all of the reinforcement of a child's environment from birth which names a person, "Daddy," the power of associating with one's cousins on a weekend visit to change that label to "Uncle Norman" is phenomenal. How can we harness this force, this language learning force that is unbelievably effective?

Some bits and pieces of language make an effortless entry into longterm memory. People don't even know how they know them; they just know them. Does Lozanov's theory provide a clue? Can we fill classroom space with language whether we're talking or not? Students need access to as much language as possible. Several teachers have written about their success in using a news radio station, but others complain about not being able to control the source. We can control the language input by using cassettes. In a San Francisco convention workshop, Virginia Allen encouraged teachers to record dialogues that students had studied. Why not record paragraphs they have read. Record songs they have learned. Then while students are

arriving, while you are returning homework or taking attendance, have the recorder on. Put natural language into the air waves of the classroom whether attention is focused or relaxed.

I know that your theme says to Focus on the Learner. And I am wholeheartedly in support of the movement to study learning instead of teaching. But if we are to make any progress in learning about learning, it will occur because classroom teachers have invested their time and resources in continued study and continued service. Classroom teachers spend their time "on the firing line," or where "push comes to shove", where we "get down to brass tacks, or to the real nitty-gritty."

We've heard a great deal in the last few years about the notional-functional syllabus. It may very well be that students learn to communicate first and polish up their grammar later. But the classroom teacher has been put on the spot again. In the same way that we couldn't facilitate learning with 27 solid minutes of the present perfect (classroom teachers had to devise a context or situation, select a core of grammar and vocabulary, weave into this some known language and add some new, orchestrate a presentation and a successful group interaction, coax everyone into taking a part...well, you know how it goes...all of this was done after grammarians analyzed the language.) Well, in the same way that the grammatical analysis of the language didn't make a lesson, 27 solid minutes of all the ways to apologize in the English language won't make a lesson. Who wants to be sarcastic for a solid half hour? Those of us on the firing line have had the theoretical bomb dropped into our midst again and we'll grapple with it until we control it one of these days. Before that day arrives, however, guess who has to be observed and evaluated and needs to show that she or he is incorporating a notional/functional approach into her or his lessons (if the evaluation report is going to come out positive).

Krashen says we don't need the conscious, highly-structured process and we may as well exclude the sequence of grammatical structures. Learning takes place in the unstructured situations, under qualitative conditions, not quantitative ones. The principal, however, wants to know what our unit, weekly, and daily goals are, and to have some evidence submitted to indicate that we have met them, and guess who'd holding the bag again?

A few years ago we heard some noises about risk-taking. If students don't take risks, learning does not take place. Just what prompts people/learners to take risks has/had not been learned. Some suspect it has to do with the stakes involved. Others hint that it may be related to field dependence/independence personality tendencies. Several have written of the relationship of risk-taking to non-evaluative, supportive styles of classroom ambiance. Teachers can justifiably attend the speeches on risk-taking, read the literature, and put the topic on the back burner, so to speak, convinced that it is an interesting area to pursue, one to watch and keep in mind. However, with the advent of Spring comes Super Visor who has also been reading the literature and wants to show it in the teacher evaluation report. "Students attentive and participating," goes the prose, "but not much risk-taking." Yeah, you've got the picture. There's the classroom teacher right up front again. Maybe the researchers have remained tentative about risk-taking but there's no question in Super Visor's mind. For survival purposes, the classroom teacher had better find some, grow some, and for sure exhibit some student risk-taking in the classroom, whatever that means. Teachers always have to make practical sense out of the latest article that somebody got published.

And on it goes. Referring to Jack Richards' earlier work, Don Knapp yesterday renewed our awareness of the fact that yes and no are no longer answers to the yes/no question. (Could it be that in real life just about anything can be said in response to anything?) Back to yes/no questions. Who is left to figure out what to do with them? Yes, and please let me know what you decide.

Maybe you are wondering why I am carrying on like this. Doesn't everyone understand the importance of the classroom teacher? Doesn't everyone appreciate the richness of a TESOL meeting? Let me share with you some comments from a review of TESOL '79, the convention held in Boston a year ago. On page 13 of Vol. 12 of the ESMENA Bulletin, a valuable publication on English for Special Purposes in the Middle East and North Africa, I found some comments by a Patricia Hines of the University of Kuwait who had, evidently, attended her first TESOL convention in Boston. To my shock and surprise, she was not entirely pleased. After criticizing the choice of some papers on practical classroom topics, she goes on to describe the hubub. "The convention was scheduled during the academic year, so many delegates arrived late and remained late, or arrived early and departed early, or arrived on the 7:00 a.m. plane to give a 10:00 a.m. speech to leave on the 2:00 p.m. plane so that they could teach their 8:00 p.m. class." This was clearly upsetting and she does suggest that perhaps a summer schedule would allow a greater number of delegates "to attend--and remain."

Her final paragraph states, "Basic to my disenchantment with this convention was that I went hoping to find an organization of international linguists and found instead a group of American English teachers. This in itself is not bad, but if the organization wishes to expand beyond the bounds of North America and out of the public school classroom, it must develop a program with wider appeal and greater relevance."

So much for Ms. Hines. My heart goes out to her. She was in good company and didn't know it. Hasn't it been suggested that when we all reach paradise it very well may be that we won't recognize it? What could be of greater relevance and hold wider appeal to international linguists than language classrooms and language classroom teachers?

Without further ado, I'd like to remind you that you are with an elite group--a group of English language teaching specialists. Enjoy your day and learn from each other. The people assembled here are the best of the lot, and that is what TESOL is made of. You are in fine company. Continue enjoying this splendid program that the Illinois TESOL/BE Committee has prepared for you, and may there be a million more good classes in your future.

TWO LANGUAGES IN ONE BRAIN: RECENT WORK IN NEUROLINGUISTICS AND ITS IMPLICATIONS FOR SECOND LANGUAGE LEARNING

Lev I. Soudek--Northern Illinois University

The article serves as an introduction to neurolinguistics, a relatively new and complex crossdisciplinary field of study, with research results of great importance to language teachers. It presents a brief and general overview of some major research areas explored in recent neurolinguistic studies, with focus on implications and applications for teaching English as a second or foreign language.

The brain is the human body's most complex and least understood organ. Although, on the average, it weighs only 47 ounces, it consumes almost one fourth of all the oxygen received by the human body. The grey bark of the brain, called cortex, consists of billions of nerve cells which cluster into various areas interconnected by innumerable chemical and electrical pathways. The architecture of the brain is astonishing and so, too, are its many functions. The brain is divided into the left hemisphere and the right hemisphere, connected by the corpus callosum, a band of fibers providing communication between most areas of the cortex from one hemisphere to the other.

It has long been known that for most people certain areas of the left hemisphere are critical for language production and reception. These crucial functions of some areas for encoding, decoding, storing and retrieving various modes of language have become the object of intensive study of a relatively new interdisciplinary field called neurolinguistics. Researchers in this field belong to several more traditional professions: they are neurologists, neurosurgeons, psychiatrists, psychologists, linguists. They approach their research tasks from different aspects and with diversified methodologies. What they share is a set of common questions, such as: What is the neurological foundation of language? What is the organization and structure of language in the brain? What is the critical period for first language acquisition? How is that period connected with lateralization (that is, specialization in one hemisphere for language). At what age is lateralization complete? How does "plasticity" and "fossilization" of the brain in relation to language affect learning a second language? What is the neurological basis of "foreign accent" in second language learners after puberty? Is there some neurological justification for a classification of bilinguals as "coordinate" and "compound" or for some other classification? In what sequence and to what extent do the languages of multilingual aphasiacs recover? How are two or more languages localized in the brain? What is the function of the other hemisphere in relation to language?

One can see that many problems of neurolinguistics represent crucial domains of interest for the teacher of a foreign or second language as well as for the bilingual specialist. So far, much of the recent research in neurolinguistics can be regarded as preliminary, exploratory or descriptive, with tangible and concrete applications to follow later. However, some of the current implications are so far-reaching that it is beginning to be essential for language teachers to familiarize themselves with major methods, terminology, and research trends in that field. The following notes are intended to facilitate this task.

One of the time-honored methods of mapping wider cerebral areas responsible for various modalities of language is the review of case histories of language disturbances caused by brain lesions. Several types of aphasia have been localized through corresponding lesions in the anterior or posterior speech cortex: Broca's aphasia affects the expressive functions of language and causes difficulties with language production, while Wernicke's aphasia involves the receptive functions and is characterized by an impairment or total loss of comprehension. Another more traditional approach that has enabled researchers to study lateralized cerebral functions comes from the split brain syndrome: certain types of epilepsy are treated by an operation that sections the corpus callosum and thus entirely separates both hemispheres from

each other. In this way each hemisphere can be stimulated and its functions can be studied separately. A promising new neurosurgical technique (see especially Ojemann and Whitaker 1978) involves electrical stimulation of specific areas of the cerebral tissue during brain operations. Other methods include less radical procedures, such as electroencephalographic recording of the electrical activities of various parts of the cortex and dichotic listening techniques where different auditory stimuli are presented simultaneously to each ear. The latter technique has shown that the right ear, with some interesting exceptions, is generally the better channel for verbal stimuli because they are transferred to the left hemisphere which is specialized for language in most human beings.

In 1861, Paul Broca specified that speech functions are located in the frontal lobe of the left hemisphere. This marked the beginning of a scientific notion of cerebral assymetry, later modified to cerebral dominance and more recently phrased as cerebral specialization. Lenneberg (1967, 1969) believed that cerebral lateralization is achieved in puberty. On this assumption he based his now famous theory of a critical period for language acquisition between the age of two and twelve. He suggested that the brain displays a biologically based propensity towards language learning which fades in the teens when the brain matures and lateralization is completed. From this perspective, Selinker (1972) has defined "adult" language learning as being over the age of twelve. Krashen (1973) has argued that lateralization is complete much earlier, around age five. Schnitzer (1978) cites evidence of prenatal hemispheric assymetry. He speculates that the brain is lateralized for language before birth but that it remains "plastic" for the first five years. He also suggests that the critical period of the prepubescent language development may be related to maturational factors other than lateralization. Seliger (1978) proposes an interesting and quite plausible hypothesis of several critical periods for different language abilities. From the point of view of the language teacher it would be essential to learn to know the neurological timetable of such critical periods: textbooks would be redesigned and curricula replanned so that one could concentrate on optimally learnable abilities.

An important by-product of the continuing debate on lateralization and localization is the search for neurological explanations of the problem of adult foreign accent. It is well known that most, though not all, adults lose the capacity to acquire completely the sound system of a foreign language but they usually do not experience similar difficulties with the lexical, morphological, syntactic or semantic levels of the target language. In this respect Scovel (1969) reiterates Lenneberg's argumentation about the critical period based on lateralization. He actually claims that "no language can be learned as an adult without a foreign accent." A series of critical responses and new research reports (Hill 1970, Krashen 1973, Seliger et al. 1975, Schnitzer 1978) begins to present a fascinating picture of foreign language learning after puberty, especially of adult acquisition of the phonology of a foreign language. The issue of neurolinguistic approaches to foreign accent is of great interest to language teachers. It deserves a separate and detailed treatment and has been mentioned here only as an illustration of the practical importance of neurolinguistic research for language teaching methodology.

Other assorted areas of current research in the field include intensive and diversified approaches to various aspects of bilingualism, such as the study of polyglot aphasia and recovery patterns of the languages of multilingual aphasiacs (Albert and Obler 1978, Galloway 1978) or attempts to justify, modify or refute the "compound" - "coordinate" dichotomy (Lambert and Preston 1967, Diller 1970, Paradis 1978). Each of these research areas would merit discussion in a separate and more specialized paper.

From the point of view of the language teacher and bilingual specialist, the most fascinating neurolinguistic topics are the recent attempts to localize two languages in the cortex of a bilingual subject. Ojemann and Whitaker (1978) have used electrical stimulation of the lateral cortex of the dominant hemisphere during brain operations of two bilingual patients. They found that in each patient the language area was

divided into three sub-areas: the larger central sub-area was involved in serving both languages while each of the other two sub-areas was specialized for only one language. Ojemann and Whitaker also report that in both patients the second language seemed to be represented in a wider sphere than the patient's primary language. They speculate that initially a larger number of neurons, spread over a wider area, will be needed for acquiring a second language and that with increasing proficiency in that language the respective area will shrink. Although the experiment was limited to a lexical task of naming 45 objects in a Dutch-English patient and 57 objects in an English-Spanish patient, different sites for different languages have been established.

It is not difficult to predict that the 1980s will provide us with new and essential neurolinguistic information concerning the central role of various areas of the left (and sometimes the right) hemisphere in the reception, production, and storage of modalities of two or more languages. Some of these findings will probably force us to modify and revise some of our beliefs and language teaching methods based on empirical observations. Language teachers and bilingual specialists will have to be ready to understand, weigh, and apply crucial neurolinguistic information in their everyday practice.

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DO TECHNIQUES DERIVED FROM HYPNOSIS OFFER A POSITIVE CONTRIBUTION TO ESL?

Myrna Lynn Hammerman

The following is an examination of the background and use of hypnosis and techniques derived from hypnosis focusing on some of the subliminal aspects of learning plus an evaluation of how these aspects might be used to develop new teaching/learning strategies for ESL.

Familiarity with techniques used in hypnosis and subliminal suggestion can give clues as to how to put students into a receptive state most conducive to learning. This state can also be self-induced and is often spontaneous in students who are able to ignore distractions, relax and concentrate. Suggestopedia, a language teaching method developed by Dr. Lozanov of Bulgaria, touches on the subliminal aspects of learning. Scovel points out that Lozanov's claims, in comparison with the empirical evidence available, are too extravagant to be credible. Nevertheless, Suggestopedia is related to what happens between hypnotist and subject and results in recognition of the use of the unconscious as a significant part of the learning process.

Although supermemory is not as crucial an ingredient to second language acquisition as Lozanov implies (Scovel, 1979), it is possible that some valuable subliminal aspects of learning are being overlooked in ESL today. New ideas in the areas of suggestion and visualization that might enhance an eclectic method are offered as supplements to the ESL curriculum.

> In the 18th and 19th centuries, hypnosis was flamboyant (Mesmer) or authoritarian (Charcot, Freud). The hypnotist was viewed as a powerful person who wished to subject others to his will for their own good. Since the end of World War II, hypnotists have generally come to practice a permissive kind of hypnosis (Fromm and Shor, 1972:580).

Although we are living in a sophisticated society where we are aware of the many benefits that hypnosis has to offer, there is an aura of mysticism and fear on the part of the general public that still surrounds the mere mention of the word hypnosis. It is because hypnosis is so elusive to research that it remains an enigma. We fear that which we do not understand. Our fear is not unfounded. Like the atom, the mind is a powerful resource that can be harnessed for positive or negative purposes. Persistent myths abound about hypnosis but there are some real risks involved. In spite of the fact that it is easy to learn how to hypnotize, only a trained therapist knows how to recognize a prepsychotic or psychotic individual for whom hypnosis could be dangerous (Fromm, 1978, Kihlstrom, 1978). In the hands of an unscrupulous practitioner, whether qualified or not, hypnosis can be used as a means of subtle manipulation. Many hypnotists claim that under hypnosis a person will not do anything against his/her will but Dr. Herbert Spiegel, professor of psychiatry at Columbia University, says that reinforcement from a hypnotist might allow a person to do reprehensible things consistent with what he would like to do but is afraid to try (CBS, 1979).

The valid use of hypnosis for therapeutic purposes in education, such as to remove emotional and psychological learning blocks and to help dispel test anxiety, should be done under the guidance of a qualified hypnotherapist. There is also a significant need for continuing research in hypnosis and education and in hypnosis and language acquisition. Examples of current research are the work of John F. Kihlstrom on memory at Harvard University (Kihlstrom & Evans, 1979) and of Russell N. Campbell and John H. Schumann at U.C.L.A. on the use of hypnotism as a tool in second language research (Campbell & Schumann, 1979).

What is Hypnosis?

The trance state that is referred to as hypnosis is elusive to definition as well as to research. Experts at a New York symposium in January, 1979, given by the Institute for the Study of Human Knowledge in cooperation with the Albert Einstein School of Medicine, admitted that they do not know exactly what the hypnotic state is nor whether it varies from person to person. The only definition that could be agreed upon at the conference was that a hypnotized person experiences an altered state of consciousness (Switzer, 1979). In a personal interview in November, 1979, Erika Fromm, a foremost authority on hypnosis at the University of Chicago, offered a number of definitions in addition to an altered state of consciousness: a state of dissociation, heightened suggestibility, relaxation and concentration, and regression in the service of the ego (Fromm, 1979). Because hypnosis is so difficult to define, it is necessary to examine what happens to bring about an altered state of consciousness in order to better comprehend the nature of hypnosis.

In order for hypnosis to occur, rapport must be established between the hypnotist and the subject. To accomplish this the subject has to first accept the hypnotist as an authority figure. The use of various induction methods commonly used by hypnotists encourage the subject to relax and concentrate and then cause the subject to regress to a child-like state wherein defenses are lowered and the subject becomes more open to suggestion. While the subject is in this state he is able to block out distractions and concentrate on the business at hand.

It would be wonderful if we could but put ourselves into a hypnotic state and then funnel information directly to the brain to be on tap for whenever we had use for it. Unfortunately hypnosis does not work that way. New information seems to have to be learned in the waking state. John F. Kihlstrom says that clinical studies in the U.S. indicate that hypnosis is useful and effective only if the material is meaningful (not out of context) and if it was well learned at some previous time. The material would have to be already present in the memory and ready for recall in order for hypnosis to be effective (Hammerman, 1979a). This helps to explain why learning experiments where new information has been introduced to hypnotized individuals have proven to be disappointing.

Adaptation to the Classroom

Investigators tend to agree that hypnosis is not a single condition, but rather embraces a continuum of suggestibility ranging from the light trance, in which the subject is somewhat more suggestible than under ordinary working circumstances, to the deep trance in which maximum suggestibility exists (Dale, 1972). Some hypnosis experts such as Theodore X. Barber do not differentiate between a waking and trance state (Fromm and Shor, 1972). Dr. Esther Bartlett advocates the use of hypnotic techniques in every facet of life (Bartlett, 1971). There are individual differences in responsiveness to suggestion nevertheless, everyone is suggestible. If we were not suggestible we could not learn (Dale, 1979). The use of hypnosis in education and in the classroom has been the subject of much discussion and speculation in recent years. For purposes of this presentation the trance state, commonly thought of as hypnosis, seems inappropriate for use in the classroom. It is the process underlying hypnosis that is worthwhile to examine to gain new insights into the subliminal aspects of learning in order to apply them to the educational setting and in particular to the ESL classroom.

In the classroom one goal of both the teacher and the student is for the student to learn the material as efficiently as possible. Therefore the ability to relax, filter out extraneous stimuli and concentrate is desirable. Recent psychological

research shows that relaxation and freedom from anxiety enhances learning in a direct way (Scovel, 1978). One does not have to be in a trance state to do this. There are many times when this does happen spontaneously, yet there are other times when it would seem beneficial to use techniques to expedite this state of relaxation and deep concentration. After having taught the material in a relatively traditional manner, teachers might experiment with a program utilizing the prosaic means of variation in vocal intonation, deep breathing exercises and guided instruction in muscle relaxation. The result might produce a state of mind in their students, undeterred by daily distractions and normal anxieties, that would be more conductive to the recall and retention of the subject matter being taught. Students in turn could incorporate this into their own system of learning strategies.

Lozanov's Suggestopedia

The idea of using hypnosis techniques to facilitate learning is not new. In the area of language acquisition in particular, Dr. Georgi Lozanov of Bulgaria has developed Suggestopedia, a specific method that claims to promote accelerated learning and is being experimented with in many countries.

> Although Lozanov insists that Suggestopedia is not hypnosis because his students are awake, his method does use suggestion and auto-suggestion to create a 'free state of consciousness' or meditative state which permits the brain to absorb knowledge more efficiently because it is freed from distractions (Ostrander and Schroeder, 1970:288). He considers this to be a facet of parapsychology of which hypnosis is also a part. It is a question of semantics as to whether or not Suggestopedia can be labeled a hypnotic technique. Certainly, the name Suggestopedia is a propitious choice and does not conjure up the negative reactions and taboos that accompany the word hypnosis. Nevertheless, it remains that Lozanov, in earlier years, was a practitioner of hypnosis in his capacity as a medical doctor and Suggestology seems to be a hypnotic technique that uses hypnosis of a light plane (Hammerman, 1979a:36-37).

The theoretical elements of Suggestopedia; authority, infantilization, double planeness and concert-pseudo-passivity, parallel the already described phenomena observed to take place during hypnosis. Lozanov is sufficiently knowledgeable on the subject of hypnosis that upon entering his program students undergo a de-suggestion session to overcome the mental blocks to learning, and he presents new material in a traditional manner before the so-called seance (concert-pseudo-passivity) when the material is reinforced (Bancroft 1976).

It is not the object of this presentation to criticize Suggestology. On the contrary, Suggestology is a highly imaginative, technical teaching method that, as Earl Stevick points out in Memory Meaning and Method, touches on the psychic, an exciting aspect of language learning that other methods overlook (Stevick, 1976). Nevertheless, Thomas Scovel of the University of Pittsburgh accurately observes that Lozanov does not adequately document his incredible claims with empirical evidence, Suggestopedia relies on facilities which a lot of EFL programs cannot afford, and most psycholinguistic evidence shows that hypermnesia (the ability to memorize long lists of vocabulary words) is irrelevant to the global tasks of a second language (Scovel, 1979b). In spite of the above judgment, Suggestopedia offers an array of new and imaginative ideas derived from hypnotic techniques that can be experimented with and incorporated into the eclectic ESL classroom. Scovel concurs that there

are techniques and procedures in Suggestopedia that might prove useful in a foreign language classroom (Scovel, 1979a).

The Application of Hypnotic/Suggestive Techniques to the ESL Classroom

In January, 1979 Mary L. Lindeman and Valdemar Phoenix presented two papers on suggestion and education at the TESOL convention in Texas. Both Lindeman and Phoenix agreed that the success of the conscious and effective use of suggestion in education depends on the creativity and sensitivity of the individual teacher. They determined that specific methodologies are not as crucial to the learning situation as the rapport established between the teacher and students. It is on the total behavior of the teacher, on a personality level, and on conscious and unconscious planes, that the value of the suggestive approach relies (Hammerman, 1979b&c).

In the classroom, the teacher-student rapport that develops appears to be similar in nature to the parent-child or hypnotist-subject relationship.

The ESL teacher is intrinsically a role model for his/her students. A good teacher tries to develop a climate in which students feel sufficiently relaxed and comfortable for learning to take place. This might be expedited by taking the time to encourage students to talk about their inner feelings.[1] By its very nature the

[1]Upon hearing this presentation at TESOL '80 Scovel pointed out that it is possible that cultural background could negatively influence the desirability of this procedure. In some cultures talking about inner feelings might cause students to feel uncomfortable and unable to relax. The teacher must be sensitive to the reaction of the students.

learning of a second language is fraught with emotional anxiety. If the students could feel free to express their fears, traumas, likes and dislikes about the target culture, its people and its language without being judged, perhaps they could lower their defenses sufficiently to attain a mental state more conducive to learning the target language. This might be an important psychological step that is often overlooked in the ESL classroom. Observation of the hypnosis process seems to indicate that once the defenses are lowered there is an increased accessibility to the unconscious mind and an increased susceptibility to suggestion.

It is possible that the use of deep breathing exercises, unusual intonation and specific music chosen to be in harmony with our natural body rhythms[2] could add a

[2]Environmental music or music by Baroque composers with a restful tempo of about 60 beats to the minute is recommended (Ostrander, Schroeder & Ostrander, 1979).

new dimension to the ESL classroom.

Marlene Eisen, Chicago psychologist, hypnotherapist and professor describes guided fantasy as a technique in which the practitioner suggests imagery that facilitates a relaxed and comfortable state of mind (Eisen, 1980). It is a facet of visualization often used in hypnosis that might be used effectively in the classroom. Students are told to close their eyes and picture a pastoral scene that the teacher describes in detail in a slow, tranquil voice. An example would be that of paddling down a quiet stream in a canoe. This seems to help students to relax and concentrate. Another useful form of visualization is a type of guided imagery that consists of the suggestion by the self to the mind in the form of mental pictures that once introduced one is impelled to act upon. Referred to as the image imperative or I^{mp} it

> requires the state of mind in which blocking out of extraneous stimuli allows unconscious and forgotten thoughts to be more accessible. The image imperative arises out of a state of consciousness that hypnotherapists and others who work with hypnosis would recognize, when receptivity is increased, varying from a mild to a deep trance state. In that altered state of consciousness an image or clearly formed mental picture, once introduced, impels one to think about it and be more responsive to it. One can elaborate it into a fantasy tale or imagined experience. It is a technique for experimentation with alternatives or experiences not possible in real life (Hammerman and Synderman, 1980).

One could experiment with a program of deep breathing exercises followed by recommended music during which the teacher would deliver a narrative of familiar material in a tone of voice ranging from monotonous to attention-getting, depending on the desired affect. The students would then be asked to relax, close their eyes and listen once again to the narrative which they would picture in their mind's eye. During role play of the narrative students would be asked to assume the identity of a native speaker as described and modeled by the teacher during the narrative. As a follow-up, students would be given an assignment to visualize their new identity, to practice in their heads outside of class, and to imagine themselves in the role of a perfect speaker of the target language. A good time to practice would be before falling asleep at night or upon awakening in the morning when one is in a state of consciousness similar to that of hypnosis or the hypnogognic state (Eisen, 1980). This might help to provide a carry over of role play into everyday situations. It is a reinforcement of role play by the image rehearsal of new language acquisition which would necessitate incorporating concepts previously only imaged and role played into real-life situations. It might help to carry out the new learning on a regular basis.[3]

[3]For teachers interested in trying out some of these techniques Superlearning, a book by Ostrander, Schroeder and Ostrander, offers a wealth of information and ideas on the use of deep breathing exercises, specific music, and visualization exercises useful for tapping the reserves of the mind (Ostrander, Schroeder & Ostrander, 1979).

Conclusion

There is no shortcut to learning. Many students would like to learn the easy way but they must do the work in order to reap the benefits. They cannot be hypnotized to learn. Techniques derived from hypnosis might serve both as teaching and learning strategies but they are not supported by clear cut empirical evidence at this time. The use of these techniques seems to make the learning situation less tedious and more relaxed. When students practice what they enjoy doing, it may be work, but it doesn't seem like it. The psychological difference observed when teaching with hypnotic/suggestive techniques, although difficult to prove because it has to do with the psychic state of the learner, is reported to provide motivation, build self-esteem and self-confidence and develop creative thinking. Leslie Ann Williams, a California teacher and business executive who gave a hypnosis demonstration at TESOL '80 and uses a combination of hypnosis, suggestopedic techniques and behavior modification to help students with learning and business problems, writes:

> By learning to use the subconscious, by learning to release stored input the student is gaining self-confidence, improving

his/her self-image which leads to further learning and growth, which leads to more self-confidence ad infinitum with this cyclical process (Williams, October 1978).

In light of the exciting results that have been observed by educators who have employed hypnotic/suggestive techniques, it might be worthwhile for ESL teachers to experiment with some of them to see if they deserve a place in foreign language pedagogy. It is possible that these techniques offer a hidden dimension to be tapped for use in the ESL classroom, a dimension not yet proven, but subject to experimentation and ultimately to research and quantification.

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INCREASING READING RATE WITHOUT ANXIETY IN THE ESL CLASSROOM--Denise M. Mahon

ESL teachers know that reading in a second language should not be a translation exercise. We also know that, according to current reading theory, a faster reading speed will improve comprehension. But when we've tried to incorporate these ideas into our reading classes, to ask our students to read for meaning without using their dictionaries and to help our students read more quickly, we often encounter student resistence. That is, we find that our students resist reading without dictionaries and reading more quickly. We discover that some students find it almost impossible to read faster than 60 to 80 words per minute, while some students resist trying.

There are, of course, logical reasons for the ESL student's slower reading speed. For the ESL student, the second language (English) is not at the intuitive, automatic level that it is for the native speaker. The ESL student, who has only an imperfect knowledge of the language, can't, while he's in the developmental stages of learning the language, predict what's coming in the text as quickly or as accurately as the native speaker can (Yorio: 1971), so he will read more slowly.

In addition, some ESL students are poor readers in their first language (Coady: 12). While those who read well in their first language are able to transfer that ability to reading a second language, those who do not read well in their native language have no such skills to transfer (Goodman: 1971). They have to learn not only how to read a second language, but how to read.

But what about the ESL reader who processes information well, who reads well in his first language and who is steadily increasing his competence in English? Given materials that are at his level, why does he continue to read slowly, word by word, making constant references to his dictionary, despite his teacher's encouragement to do otherwise? Why does he, as James Coady states it, continue to "collect words rather than to construct meanings" (Coady: 10)?

One reason could be that he has learned at home to read by closely analyzing and memorizing the text. In other words, because his definition of reading is not ours. While ESL teachers assume that meaning comes from the entire context--from the context of the sentence, paragraph, the entire text of an essay--some ESL readers expect meaning to be held within each individual word and they expect to explicate each new word completely before they go on to the next one. For these students, the dictionary is a vital tool for comprehension. The idea of guessing meanings or postponing complete understanding until the end of a passage contradicts what they've learned reading is. For them, guessing seems illogical and detrimental to comprehension.

There are other reasons for student resistance to reading faster without dictionaries. Frank Smith states that to be a fluent reader a person has to be a good risk-taker, that is, a person has to be willing to make decisions regarding meaning without demanding too much visual information. Applying this to the ESL student we could say he has to be willing to make decisions about meaning without thoroughly digesting or memorizing each word before allowing his eyes to travel to the next word. The overly-cautious reader requires too much information before he makes guesses about meaning. He does not know, or understand, about redundancy: that repetition is built into the language so that several clues to meaning--syntactic, semantic, textual--are available in the text. That if he misses something--an idea, or word--in one part of the text, he will most likely pick the idea up again later in the text. Nor does he have confidence in his brain's ability to compute the information that is available to him. As a consequence, he reads slowly, word by word, often regressing to reread and to be absolutely certain of what he thought he saw: This type of reader thinks he has to compute a word exactly before he can comprehend (Eskey: 74). As a result he remains at the word by word level, feeding his short term memory too little information and at too slow a rate to comprehend well and receiving little in terms of comprehension. In short, he works too hard for few results. The overly-cautious reader is apt to feel tired, bored and dis-

couraged.

In all these possible reasons for an ESL student's slow reading speed: a developing but for the moment imperfect knowledge of the second language; for some, an inability to read well in the native language; for some, being poor risk-takers--lies the common thread of insecurity. If you have a partial knowledge of the target language, if you are, in addition, a poor risk-taker, you are going to feel insecure about reading any more quickly than you do already and you are going to feel insecure about reading without a dictionary. For you, the more certainty when reading the better. If, in addition, you have a different definition of what the reading process is--if you think it should be an analysis or explication of each word rather than the reading for overall meaning which your teacher suggests--you are going to feel anxious and resistant in an ESL reading class, skeptical, even more unwilling to take risks, and reluctant to exchange your approach to reading for another, untried approach.

At the Center for English as a Second Language at Carbondale, we've attempted to solve the problem of student insecurity and resistance in the ESL reading classroom by using a step-by-step approach to circumvent student barriers to faster reading. Our syllabus incorporates techniques which have proved successful in native speaker reading classes and which can be successfully adapted for ESL classes. The class is intended to encourage students to change their word-by-word reading habits, to read more quickly and to read without dictionaries. It is also structured so that students adopt the approach to reading gradually, minimizing the anxiety they feel when they read in a second language. We use this syllabus in our level 2 or low intermediate class, but the approach can be modified for use at any level.

We've based the approach on the idea that many ESL students resist reading faster because they feel anxious and insecure in reading classes. So we've first sought to eliminate one reason for the insecurity--the confusion which may occur when the student's definition of what reading should be doesn't match the teacher's. We feel that if teacher and students talk about their reading philosophies on the first day of class they'll avoid the frustration which occurs when two different but unclearly stated, or never talked about, approaches to reading clash. We also feel that for students to feel secure enough to change their reading habits or strategies by reading faster and giving up their dictionaries, they have to have confidence in their reading teacher. They have to know that she knows what she's doing and that she isn't arbitrarily asking her students to do purposeless exercises in class. We also feel that the teacher has to let her students know that she understands--even if she doesn't agree with--their expectations of what a reading class should be. We feel that if we face these problems on the first day of class we'll avoid the surprise, confusion and resistance which occurs when students gradually discover that their ESL reading class is quite different from the ones they've had before.

The problem lies in trying to get at the differences in reading philosophies in language that's simple enough to communicate to students at the low-intermediate levels. So we've devised a "reading quiz"* composed of simple multiple choice and true/false questions--through which we can get to the heart of the differences. This "quiz" is a good jumping off place for discussion. Through the quiz, the teacher can let the students know that she has a different approach to reading, that she is aware of the difference and that she has good reason for teaching reading as she does.

In addition to the "quiz" we outline the purposes of the class, the way we'll achieve these goals (e.g., timed, in-class readings, no dictionaries) and the reasons for these methods. All of this is calculated to eliminate surprise and subsequent frustration and resistance.

*The format for the reading quiz was contributed by a colleague, Rita Moore.

We've also based the approach on the idea that many students are poor risk-takers who are afraid of missing the message, of making mistakes, of getting an answer wrong. So we've tried to eliminate a source of that anxiety by telling the students that this class will be different from other reading classes they've had, that they shouldn't worry for a while about understanding everything, but should relax in the class, enjoy the stories and have fun. In other words, they should enjoy reading and not worry about answering quizzes.

We feel that if they learn to relax when they read, they'll learn to take risks, to let go, to stop being overly-analytical, and that as a consequence they will comprehend more.

In order to do this, the materials we used would have to be engaging, easy to read, and presented in such a way that students would forget that they were engaged in the odious, arduous task of reading. We also needed interesting, easy to read materials because we would be asking our students to move their eyes differently than they had been used to doing and to read faster. We would also be asking them to read without dictionaries--to learn to guess vocabulary and look for context clues. In other words, we would be asking them to change their reading strategies. And it would be better for them to learn these strategies with easy to read materials than to attempt them with complex materials in which they would be needlessly hindered by syntactic obstacles. Once they'd gotten used to these strategies with easy materials they would be able to transfer those skills to more complex materials later in the course.

The materials we've chosen for the beginning of the class (from Bridges to Fear by Yamamoto, Newbury House) are easy to read and have a story line. They're fiction, for, "passages with a story line...will be easier to understand and will, in consequence, build up the reader's confidence in his ability to handle 'the rules of the game.'" (Yorio:114) These stories are bizarre; they make the students want to read faster to find out what the ending will be. They also lend themselves to the teacher's asking questions like "What do you think will happen next" and to the students' offering opinions and justifying them. With these stories, any number of endings is possible and students can justify any number of hypotheses. So it's possible for the teacher to check the students' comprehension on a phenomenological level. Answering orally in this way the student can realize that even though he may see different things in the story than some of his other classmates do, his answers may still be "correct"; he does comprehend. How much he comprehends, then, isn't measured according to answers he gives on an inflexible test made up by someone who has arbitrarily chosen facts which he--the test maker--thinks are important or noteworthy. The measure is more flexible, allowing the student to see that what he perceives is also valid. The process helps him build his confidence and be able to take more risks and feel better about reading faster without a dictionary. The oral questions are used in the beginning of the course to help the student get started and to help him build confidence. They are backed up later by easy true/false quizzes on which the student should get 70% or more correct.

Now, to back up a bit, we're using these reading passages to help students increase reading speed and to read without dictionaries; that is, to learn to guess vocabulary and look for context clues.

Let's first look at reading speed. Some of us have included in the class the eye sweep technique, which is used by teachers of reading to native speakers to help them read faster. The technique is predicated upon the belief that inefficient readers are poor risk-takers who regress more than efficient readers do. Adapting the eye sweep for the ESL reading classes, the teacher asks her students to always keep their eyes moving forward, not to regress no matter how much they would like to. Though students feel uncomfortable reading this way at first, they generally find, after some practice, that their reading speed increases and that they're able to comprehend better without so many regressions and without overanalyzing every word on the page.

We introduce this technique to our students and then help them practice it in a non-threatening, fun atmosphere. We first ask them to practice the technique reading short, easy to read passages. Then we project the stories from Bridges to Fear on an overhead projector and black out one sentence at a time so that we control the speed at which the students read. Since they know there won't be any major quizzes and they're just supposed to enjoy the story, they generally do relax and have a good time and read faster than they would ordinarily--with comprehension. By controlling the students' speed in this way we're forcing them to keep their eye moving forward because we're not giving them time for regressions. After the students learn to do this in a controlled situation, they can transfer the skill to reading the passages in the reading texts that we use later in the course.

In order to keep up a slight pressure on the students so that they will continue to push for faster speeds, we time everything they read, no matter how long or short; and later in the course, we ask the students to estimate how much time they think they'll need to read a passage, so that they'll be in touch with their reading rate, be aware of how it will change depending upon the type of material they're reading.

We use another device to make students aware of their rate and progress--we have them chart their speed every day. Nothing motivates a student more than seeing his rate increase and the chart is also a learning tool: if a student's rate decreases on one day he can think about why. Was the material more complex than usual, did he slow down and revert to memorization and overanalysis because he thought there would be a test, etc. We also caution them about their reading speed. Though we ask them to push themselves a bit when they read, we ask them to be sure that they are not reading so quickly that they are out of contact with the material. A 10 or 15 word per minute increase is a realistic and achievable goal.

Now let's look at vocabulary guessing.

We ask our students to put away their dictionaries and learn to rely on the entire context of a story for meaning. We tell them that not every word is important and that it's possible for them to predict meanings or guess at them from clues that are available in the text.

We start the students off with a series of blackout exercises, such as are included in the syllabus, in which every fifth word is blanked out. The exercise is intended to show the students that even though some words are missing, the main message still gets through. In other words, not every word in the text is essential. We also use a series of guessing exercises in which the student predicts what the final word in the sentence will be or what the definition of a word is. The students do these exercises in groups so that they can teach each other which clues to look for or justify to each other the choices they make.

When we put the stories on the overhead projector we also pick out a few words or ideas and ask the students to guess their meanings. These group activities are very helpful for two reasons:

1. They allow the slower student to hear the strategies of the faster students.
2. They help to convince the resistant student that it's possible to guess or predict from context. At the beginning of this paper I mentioned the students who resist even trying to read a little more quickly or without their dictionaries. When resistant students are in a situation in which they see their classmates guessing successfully, they have to admit that there's something to the teacher's ideas. They can no longer place the burden of proof entirely on the teacher or say "I can't do this because it's impossible," because it's clearly possible for their classmates. In this situation peer pressure can be an extremely persuasive tool for it can convince resistors to try a new approach to reading far more quickly than a teacher can.

This has been a brief overview or description of the devices we use in our lower intermediate reading class and an explanation of reasons for our choices. A look at the syllabus will show how these things come together, the progression during the term:

1. Discussion of what reading is in our course and why.

2. Blackout exercises to prove to students that they can read without knowing every word.

3. Guessing exercises to prove that they can predict without dictionaries by looking at context.

4. Easy readings to help students practice reading faster and to help them relax. Once students see that they can comprehend these, they will begin to have fun, to forget their self-consciousness and so be open to trying out new strategies later.

5. Engaging stories on the overhead with oral questions, and guessing practice as a group activity to increase reading speed and prove to the students that they can comprehend.

During the first part of the class, the emphasis is on proving to the students--or convincing them--that our reading strategies can work. Once the student feels successful he'll be less skeptical and more willing to take risks; he will improve his speed and comprehension. But it takes a lot of convincing on the teacher's part.

6. We then move to more complex non-fiction and introduce previewing. Students tend to become tense again as soon as they see a book. Introducing previewing here gives them an additional tool to help them comprehend.

There are several different ways to preview a piece of non-fiction. We use the following approach: We ask the students to read all the sentences in the first paragraph; the first sentence of the other paragraphs in the selection; and all the sentences in the last paragraph of the piece. The reasons for previewing this way are clear. In the first paragraph the writer gives his introduction; he tells the reader what he will be writing about. In the first sentence of each paragraph, he very often, though not always, introduces the topic of that paragraph. In the last paragraph of the selection, he very often states his conclusion or gives a summary of his main ideas. When a student previews an article in this way, he extracts the essential information from the selection before he reads every sentence in it. Then when he goes back to read every sentence in the selection he has a mental framework around which to gather more of the selection's details. Previewing a selection helps students build a context and so activate their own knowledge of the world before they read a selection thoroughly. It also teaches them how English rhetoric is organized--introduction, development, conclusion--so they will know what to expect where in the passage. It helps them to do this by themselves and so be independent of the teacher.

7. Later on, we introduce prose with more complex syntax and do exercises on punctuation clues, etc.

8. Throughout the course everything is timed and charted.

9. We read in class (Coady: 12) so that students have to practice the strategies we're introducing. Toward the end of the course they should be sufficiently convinced that they will be willing to read at home the way they read in class but it takes time for students to feel confident enough to do that.

Throughout the course the emphasis is on relaxing and enjoying reading. We feel that if the students are having fun they'll forget to be nervous and overly-analytical

when they read. They'll go through the course reading increasingly more complex prose and find at the end that they're able to read much better than they had imagined they could. At the end of the class if we ask students to go back to their old style of reading, they'll find that they can't. That even reading "slowly" they're reading faster than they did at the beginning of the class and that they don't regress the way they used to.

This course attempts to help students read faster without dictionaries, to change their current reading strategies. To do this, we felt that we would have to change our classroom strategies. James Coady of Ohio State University states that a typical model of ESL reading instruction includes a short story followed by comprehension questions, vocabulary exercises and language oriented exercises, such as grammar or identification of affixes. He states that the implicit goal of such a lesson is perfect comprehension of the reading passage. During the lesson the students spend 5 to 10 minutes on reading the passage and 50 to 100 minutes discussing the passage, doing the exercises and correcting them. As a consequence, he states, the student learns a particular strategy--to read very carefully and understand perfectly in anticipation of answering detailed questions. No wonder, Coady says, that ESL students tend to read slowly (Coady: 9).

In this class we attempt to teach students alternative reading strategies. We attempt to teach them to read faster, keeping their eyes moving forward and eliminating unnecessary regressions. We attempt to teach them to read without dictionaries and to rely on context clues and their own knowledge of the world to predict meanings. To encourage their adoption of these strategies we have students read a lot, in class, under a time pressure and have them do pertinent exercises, helping them to change their strategies gradually, in a fun atmosphere so that the transition will be as painless as possible We hope in this way to cut through the barriers to faster reading which insecure students sometimes build within themselves, and in so doing to help them reduce their reading burden and become faster, more efficient readers.

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COMPOSITION FOR ADVANCED ADULT ESL STUDENTS--Jean Berglof Chapman

Increasingly, adult education English as a Second Language (ESL/AE) programs are serving individuals with a high level of English proficiency along with those whose English skills are minimal. Such programs are generally offered by public school districts or community colleges on a part-time basis and serve immigrants of all adult ages rather than college or university foreign students.

The needs of advanced students in the ESL/AE program differ in certain ways from those of the foreign student. Unlike most foreign students, ESL/AE students are not usually enrolled in programs of higher education or preparing to enter them. In some cases, such students have already completed higher education programs in their native countries and need competence in English in order to practice their professions. Others simply want a higher level of English skills for everyday personal use. Although advanced ESL/AE students, like foreign students, require instruction in sentence and paragraph writing, they generally do not need composition instruction which focuses on academic writing. This situation creates a need for materials which differ somewhat from those used for foreign students.

Very few composition materials exist, however, which are suitable for advanced ESL/AE students. Those for foreign students focus on writing for academic purposes and often use highly sophisticated passages as models. Additionally, the content of such texts often makes reference to university campus life. The advanced ESL/AE student requires materials instead which relate to adult life in this country and which teach writing for very practical purposes.

Advanced ESL/AE students generally can communicate well in spoken English. Although they still make mistakes in vocabulary and syntax, these mistakes rarely hinder communication. Reading problems usually center around figurative meanings, idioms, and underlying cultural assumptions. Having a basic grasp of syntax, capitalization, punctuation, and spelling, most of the students can write simple sentences in English. Though they use high-frequency English vocabulary correctly, they sometimes have difficulty with those words traditionally called "synonyms"; they may, for example, use "earth" where "ground" would be more appropriate. These vocabulary difficulties cause problems in their writing, where the precise word is needed to carry a particular meaning.

Advanced ESL/AE composition students, then, need materials which can teach them a variety of sentence patterns. This variety adds sophistication to their writing and also has the effect of reducing errors in syntax. Many students, sensing that variety is needed, try to write more than simple sentences. If they are not taught alternate sentence patterns, they try to approximate English sentence patterns they have been exposed to, often employing syntactical patterns from their native languages.

Materials should also teach the common rhetorical patterns of American English paragraphs and the larger composition. Extensive research has been done by Robert Kaplan[1] to demonstrate that rhetorical patterns vary considerably in foreign languages. My informal research with adult ESL students

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1 A good introduction to Kaplan's work is his article "Cultural Thought Patterns in Inter-Cultural Education," Language Learning 16 (1966): 1-20.

has convinced me that these rhetorical patterns are deeply rooted in the cultures of which these languages are a part. The Oriental circling pattern identified by Kaplan, for example, is probably rooted in the East Asian dislike of frankness ("getting straight to the point"), in an obligation to test all hypotheses before choosing one, and in an avoidance of stating the obvious to the listener/reader (which would be insulting).[2]

Like all composition students, ESL/AE students need to learn that written and spoken English are quite different. Model sentences and compositions in instructional materials should be authentic examples of written English. As the students learn the various sentence and rhetorical patterns, they must understand that these are the building blocks of written English. They also need to learn that formal written English uses a different vocabulary from that which occurs in spoken or informal written English. The one-word verbs of Latin origin, for example, are generally preferred in formal writing over the phrasal verbs of Anglo-Saxon origin.[3]

There are few composition materials written especially for advanced ESL/AE students. Those that do exist generally are not comprehensive enough to be used for an entire composition course. The teacher then has several alternatives from which to choose when resolving the materials question. It is possible, for example, to pull together a variety of materials for use in the course. Another possibility is to choose the most comprehensive text as the main one and supplement it with others. Sometimes materials written for native speakers (secondary through college level) and those written for foreign students can be included. Any materials not written for ESL/AE students, however, may need rather extensive adaptation. Another approach is to use a text written for foreign students and to adapt it for ESL/AE students.[4] Such adaptation often includes omission of a number of parts of the text. Teachers may, of course, develop materials themselves and should also consider using well-written compositions from previous classes as models for current students.

Because ESL/AE students attend class part-time and are adults with employment and other responsibilities, they often have limited time to write outside of class. It is, therefore, usually helpful to give them time to write in class. The teacher can then use this time to have individual conferences with students about writing submitted during the previous class. Such an approach avoids having the teacher mark up students' papers extensively and gives students a chance to ask questions about their writing. It also provides an opportunity for the teacher to deal with individual problems in grammar and vocabulary.

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[2]These are among the explanations for "circling" given to me by Oriental students.

[3]For further explanation, see Jean Berglof Chapman and Elizabeth L. Salse, "Teaching Idioms in Adult ESL Classes," The Adult Education TESOL Handbook, ed. Diana E. Bartley (New York: Collier-Macmillan, 1979).

[4]For examples of this type of adaptation, see Jean Berglos Chapman, "Composition Materials for Adult ESL Students: Adapting English as a Foreign Language Advanced Composition Materials for University Students" (M.A. thesis, University of Illinois at Chicago Circle, 1980).

Finally, the suggested topics for compositions in the various texts often do not relate to adult ESL students or may not concern their personal interests enough to stimulate writing.[5] Teachers must, however, help students overcome their fear of the blank page. Getting to know one's students and suggesting topics that relate to their employment, their recreational interests, and their native cultures can be most useful in helping them to write.

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[5]The thesis cited in the previous note has numerous suggested topics for ESL/AE advanced composition students.

PARADIGMATIC/SYNTAGMATIC RESPONSES AND READING ACHIEVEMENT OF THE LIMITED ENGLISH SPEAKING ADULT

-- Richard A. Orem

Introduction

Perhaps the greatest growth area in English as a Second Language instruction in the United States is ESL Adult Literacy. Until recently few ESL teachers confronted an illiterate adult in the classroom with any regularity as to necessitate intensive study of the problem. These few students were dealt with by mainstreaming them with the literate ESL students, perhaps giving them some bilingual tutoring (if they were so lucky as to find a qualified instructor familiar with their language), or simply ignore them. Commercial and teacher-made materials were designed for the student who already had some literacy skills in the native language. Even today research and teacher training in adult ESL literacy is practically non-existent except for occasional inservice attempts at the local level. Wigfield (1976) found five problem areas upon completing some personal research in adult ESL literacy: 1) there was very little material available for the ESL adult illiterate; 2) the whole field of reading instruction was undergoing rapid change; 3) there was little research being done in ESL literacy; 4) current teacher training courses offered no help in ESL literacy; and 5) no one wanted to teach the ESL adult illiterate because of a feeling of inadequacy resulting from the first four problem areas.

One popular solution to the problem of teaching reading skills to the adult who is illiterate in his native language is to teach literacy skills in the native language first. On the surface, such an approach would appear to be rational from a psychological and linguistic viewpoint. The problem, however, with such an approach is the lack of qualified instructors in the native language, and the nature of the multi-lingual adult ESL classroom. Equally important, in this writer's opinion, is the lack of knowledge of the student's native culture which controls to a great degree how and what that student thinks. A possible solution to the problem of teaching second language literacy skills to the first language illiterate adult is to understand the cognitive processes by which that student makes associations, learns new concepts, and applies new knowledge in a foreign environment (the target culture).

Whorf (1956), Hall (1966, 1976), and Smith (1978) have made frequent references to the necessity of understanding the student's native culture as a prelude to understanding his thought processes, facilitating the teaching-learning process. Whorf asserted that:

> No individual is free to describe nature with absolute impartiality but is constrained to certain modes of interpretation even while he thinks himself most free. The person most nearly free in such respects would be a linguist familiar with very many widely different linguistic systems. As yet no linguist is in any such position. We are thus introduced to a new principle of relativity, which holds that all observers are not led by the same physical evidence to the same picture of the universe, unless their linguistic backgrounds are similar, or can in some ways be calibrated. (p. 214)

Hall (1966) agreed with Whorf when he wrote:

> Man's very perception of the world about him is programmed

> by the language he speaks, just as a computer is programmed. Like the computer, man's mind will register and structure external reality only in accordance with the program. Since two languages often program the same class of events quite differently, no belief or philosophical system should be considered apart from language. (p. 2)

A decade later Hall (1976) wrote of the relationship of language and culture:

> Anthropologists do agree on three characteristics of culture: 1) it is not innate, but learned; 2) the various facets of culture are interrelated...; 3) it is shared and in effect defines the boundaries of different groups. (pp. 13-14)

> Nothing happens that does not involve or influence learning in some way. How one learns is culturally determined, as is what one learns. (p. 166)

Smith (1978) wrote of the process of categorization which all children accomplish when learning a first language and formulating "a theory of the world" (p. 86). The child formulates his category, of necessity, according to the rules implicit in the culture which surrounds him. Whorf (1956) wrote of this phenomenon of categorization:

> We cut nature up, organize it into concepts, and ascribe significance as we do, largely because we are parties to an agreement to organize it in this way--an agreement that holds throughout our speech community and is codified in the patterns of our language. (p. 213)

Bruner (1973) also agreed by saying that all acts of perception result in acts of categorization. A conclusion from all of these statements is that the learning process is influenced overwhelmingly by the values and attitudes of the dominant culture.

Let's for the moment set aside the problems of teaching the adult ESL illiterate, and examine the results of our efforts to teach literary skills to native English speaking adult illiterates. Again, we see few successes and many failures. Certainly, if we are largely unsuccessful in teaching an English speaking adult illiterate to read and write his first language, we should be no more confident that we will be successful in teaching literacy skills to the first language adult illiterate learning English as a second language.

Purpose

What all of these adult learners have in common is that they have mastered one symbolic code--oral language. Yet, they have been unable to transfer the knowledge of the oral code to knowledge of the written code of their native language. The purpose of this paper is to investigate a possible explanation for this failure and to offer some suggestions which may speed the process of acquiring literacy skills for both the native English speaker and the non-native speaker learning English as a second language.

In the last two decades a number of studies (Cowart, 1971; Entwisle, 1964; Ervin, 1961; McNeill, 1966; Shen and McNinch, 1971) have reported research on the significance of word associations involving different age groups. More specifically, the word associations under investigation are categorized as paradigmatic or syntagmatic responses to oral stimuli. In other words, when asked to give the first word you think of in response to another word, your response can be classified as paradigmatic or syntagmatic (Dinnan, 1971b). Paradigmatic responses are typified by the direct opposite (hot-cold, day-night, man-woman). They may also be considered superordinate (morning-time), coordinate (car-truck), or wholepart (body-arm).

Syntagmatic responses, however, are all other responses typified by the independent closure of the stimulus and are usually experience-based (hot-dog, up-stairs, work-carpentry). Such responses are divergent; they fall outside of the range of responses you would expect to hear. Like paradigmatic responses, syntagmatic responses are processed by the intellect, but the intellect is using a different set of base references.

To summarize previous research in paradigmatic and syntagmatic responses, Ervin (1961), McNeill (1966), and Entwisle (1964) all found a definite increase in paradigmatic response rate of children between the ages of six and eight, or in the early elementary school years. Bickley (1970), Cowart (1971), and Shen (1971) found a positive relationship between reading achievement and paradigmatic response rate. Dinnan (1971a) theorized that the ability of a subject to provide a paradigmatic response to an oral stimulus was related to the acquisition of a formal structure of learning, the ability to use one language code (oral language) as a base reference for learning a new code (reading).

The implication of all these studies is that the ability to provide paradigmatic responses to oral stimuli is a direct result of formal educational processes (schooling), and is necessary for the more successful student (the better reader) to acquire the necessary base references which allow him to transfer knowledge of the oral code to the written code. The less successful student (potential ABE student) has not developed the same base references. Instead, his frame of reference is experience-based. Dinnan (1971b) asserted that this "key to learning" exists in all languages, that it is not restricted by culture, that it is universal. If so, then the adult ESL student would exhibit the same response pattern as the native speaker, given sufficient oral competency in English.

In my investigation I found no research on word association which had been done on non-native English speakers. The question I asked was: Does the first language influence the rate of paradigmatic/syntagmatic response in the second language? If not, then we should consider applying Dinnan's concept to a great degree in our ESL adult literacy programs, for we are trying to do more than simply teach a written code where none was known before. We are also reformulating an intellectual process which is dependent on previous experience, past knowledge, and a quite often totally dissimilar oral code.

Method

This study was never intended to be strictly controlled. As such, several significant limitations should be noted. The subjects were administered the oral inventory by different examiners who had limited experience with the instrument. The indication of oral ability was a totally subjec-

tive judgement based solely on the examiner's sometimes brief acquaintance with the subject. Therefore, this study should be treated as an informal or exploratory one, as a pilot to provide some preliminary clues as to the potential application of Dinnan's "key" to the instruction of non-native English speakers. The hypothesis could be simply stated: Non-native English speakers will provide more paradigmatic responses to oral stimuli as their oral competency increases in English.

The Paradigmatic/Syntagmatic (P/S) Oral Inventory consists of 20 high frequency English words. It is administered orally and responses are noted next to the stimulus word. In this study 30 subjects were interviewed representing 14 countries, 8 first languages, and ranging in oral ability (as determined by the examiner) from beginning to advanced. Since many of the variables were not controlled, the results of the interviews will be summarized in very broad terms.

Results

All 30 oral inventories were divided into the three categories of beginning, intermediate, advanced according to the assessment of oral proficiency made by the interviewer. Responses of inventory were tabulated and examined for the total number of paradigmatic responses as categorized by Dinnan. The mean number of paradigmatic responses at each level was compared to see how paradigmatic response rates improved (or din't improve) with increased oral proficiency in English. Four subjects were judged to have only a beginning oral proficiency in English. Their average paradigmatic response rate was 6.25 (out of 20 possible responses). Seventeen subjects were labeled intermediate. They had an average paradigmatic rate of 7.24. Nine subjects were labeled advanced with a paradigmatic response rate of 11.22. These results indicate at least a tendency towards an increased paradigmatic response rate with an increase in oral ability in English. Thus, on the basis of these figures, the hypothesis could be accepted. Non-native English speakers in this sample do provide more paradigmatic responses to oral stimuli as their oral competency in English increases.

Some obvious limitations to this study would have to include the small sample size and the lack of any standardized testing for oral skills. Also, an average response rate may not account for any significant difference among different language groups within each oral ability category. The restricted sample size prevents us from determining any trends which may exist within these different language groups.

Implications

What are some possible implications of this study for the instruction of reading to adults who are learning English as a second language? Dinnan would propose that we be more cognizant of contrasts in our teaching--not only contrasts of basic directional and volume concepts (up-down, big-small) but also contrasts of letter size and shape. Instead of teaching the alphabet in the traditional a, b, c order, we should group the letters according to contrasts in shape and direction: b/d (back/front), b/p (above the line/below the line), etc.

To a certain extent such classroom practices are already done intuitively by many ESL instructors. For example, often after demonstrating the meaning of the verb open, the ESL instructor will also demonstrate the contrasting verb close or shut. The adjective big will be taught at the same time as the

contrasting adjective little or small.

This practice should be extended to further categorization of concepts. To a new arrival in the United States, the American system of categorization may be bewildering. You can discover this yourself by presenting pictures of different objects or events which you feel should be familiar to the students. Ask the students to group them anyway they wish. You will probably discover systems of categories you never dreamed of. Understanding the thought patterns of these students should provide the language teacher with some understanding of the necessary framework for presenting this new language. As the students begin to feel more secure in their new environment, they should be presented new language data in terms of these categories of contrasting concepts. The instructor and language learners may see a pay-off in more rapid understanding by students of the teacher's directions, of peculiar concepts in a strange new cultural framework, and a potentially increased rate of acquiring reading skills in this new language.

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GUIDED SPONTANEITY: AN APPROACH TO GRAMMAR CLASS--Irwin Aloff

The basic concept is simple. To teach grammar, instead of using prepackaged, manufactured dialogues or situations from charts, pictures, or books, I use my life experiences and my students' life experiences.

I use these experiences to introduce, practice and reinforce the language patterns appropriate to their level.

There are two basic assumptions underlying this approach. First, I believe, language is meant to be used in a meaningful contact, not just isolated bits and pieces. My students' experiences are both meaningful and contextual.

Secondly, I believe learning is influenced by motivation, and motivation is influenced by interest, and my students and I are interested in each other. Therefore, the material is important, interesting and relevant.

All the above doesn't mean I don't use specific grammatical drills from a book. It does mean I use them as a supplement, a drill for the real game, meaningul communication.

Since all of us as teachers have varying degrees of need for control and structure, the amount of spontaneous discussion, and the way it is used, will be different.

No problem! It's essential that you use a style, a method that is comfortable for you. My style doesn't have to be, shouldn't be yours.

Nevertheless, the basic idea remains. Some of the class time, you can use real experiences in a way that is compatible with who you are and what you believe.

The following then is how I spend 20-30 minutes each day of a 60 minute period with a group of adult learners at the Central YMCA College.

I can begin the lesson in different ways. I can tell them a story about my family and me. That approach allows me to prepare before the class and is therefore more structured. Then the students ask me questions about what I said, and questions about what I didn't say and they want to know. Or I can ask an open-ended question, such as, "Jose, what did you do last night?" Jose says he went to a movie, or stayed home, etc. and then the other students ask him questions to find out Where, When, How, etc.

After we have gotten the information and discussed it, I dictate the story, using the grammar and vocabulary I think is appropriate. One student writes it on the board while the others write it at their seats.

Then we go over the work on the board. We correct grammar and spelling, discuss vocabulary, and work on pronunciation.

Finally, we change the statements into questions and have a question-answer drill.

I then assign them homework on the story, which we go over the following day.

I hope this approach seems stimulating enough, so that you will experiment using it in your own class in your own creative way.

TEACHING PRONUNCIATION: A GRAMMAR-INTEGRATED APPROACH--Beth Weisberg

No doubt most of us who are classroom ESL teachers recognize our students' need for some kind of help with their pronunciation--and yet, most likely few of us manage to teach pronunciation in any systematic way. Perhaps some of us are hampered by not knowing how to teach it systematically--but probably the most common reason is sheer lack of time to pack everything that needs to be done into the precious little time we have. Amid the pressing demands of improving skills in grammar, writing and reading, pronunciation often gets shoved to the back burner--and too often, forgotten.

But, in fact, with a little planning and imagination, the task of teaching pronunciation in a minimum of time can be accomplished with very satisfying results. If we but spend a little time teaching a target sound intensively, and then construct the exercises for the grammar segment of the lesson with attention to integrating the target sound, the result will be a doubly productive grammar lesson--and far more useful and efficient than dealing with sounds randomly within the course of a lesson. And by shifting students' attention from pronunciation alone to grammar and/or meaning, we allow them to use the sounds they have been practicing in "freer", more meaningful contexts.

There are two main ways we can approach planning such lessons. Either we can teach intensively a target sound appearing in the grammar patterns we're concentrating on, and then reinforce that sound through the exercises in the grammar lesson--or we can bring in the same sound off and on as it appears in various grammar patterns. Or, even better, we can combine both approaches, first introducing the sound when it appears in an appropriate grammar pattern, and then "recycling" it off and on as it crops up again in other patterns. For example, in a lesson dealing with the voiced /th/ sound (/ð/), we might first teach the sound intensively and then reinforce it in grammar exercises practicing the patterns "There is..." and "There are..." --and then later follow up that lesson with recycling the voiced /th/ sound into other grammar lessons, such as one treating the comparison pattern "This pen is longer than that one".

The tables following offer a variety of illustrations of the principles discussed here, as applied to the construction of actual pronunciation lessons. Table 1 shows a demonstration pronunciation lesson which focuses at the same time on the target sound voiceless /th/ (/θ/) and on the grammar pattern "I think" plus a noun clause. Table 2 provides a reference list of some grammar patterns and target sounds which seems to be natural teaching combinations. And in Table 3 are sample drill items illustrating the double pronunciation/grammar focus.

A little further discussion about constructing exercises like those in Table 3 might be helpful. In the sample items included here, the items are "loaded" with instances of the target sounds. Writing exercises like this is not very difficult at all. Basically we have two options in terms of sound selection for a given grammar pattern. We can choose a sound arbitrarily, that is, a sound which isn't necessarily related to the particular grammar pattern--or we can use a sound which is suggested by the pattern itself. For example, in the items under heading II.A., we could have chosen any sound for this exercise, and loaded the exercise accordingly. But in the items under heading II.D., the target sound /w/ immediately suggested itself as appropriate because the pattern itself--"I wish I were"--

already contains two instances of the /w/ sound. However, in order to make the items even more productive pronunciation-wise, we've loaded them still further with /w/ words, such as "wealthy", "weather', "warmer", etc. Once you're "tuned in" to this kind of drill construction, it's practically impossible not to see all kinds of possibilities for pronunciation targets when you look at any grammar pattern.

TABLE 1
Model Lesson

I. Discovery of target sound: Listening and identifying the target sound

thin	method	month
thank	anything	math
think	sympathetic	truth
three		health

II. Ear Training: /th/-/t/

A. Same/Different

thought/thought	(S)	boot/boot	(s)
thin/tin	(D)	path/pat	(D)
tank/tank	(S)	mat/math	(D)
theme/theme	(S)	boat/boat	(S)
three/three	(S)	death/death	(S)
tie/thigh	(D)	bath/bat	(D)

B. Which word has /th/ --1 or 2?

taught/thought	(2)	booth/boot	(1)
tin/thin	(2)	pat/path	(2)
thank/tank	(1)	mat/math	(2)
team/theme	(2)	both/boat	(1)
three/tree	(1)	death/debt	(1)
thigh/tie	(1)	bat/bath	(2)
thick/tick	(1)	tooth/toot	(1)
true/threw	(2)	fate/faith	(2)

III. Production

A. Mimicry

thin - She's too thin.
thank - Thank you.
think - I'll think about it.
three- It's three o'clock.
nothing - I have nothing to do.
method - a new method
sympathetic - She's a sympathetic person.
month - next month
math - I don't like math.
truth - Tell the truth.
healthy - He's healthy.
wealthy - I'm not wealthy.

B. Substitution (first have the students repeat all the words for substitution, and if necessary also have them repeat the statement with each substitution word, before doing the drill as a substitution.)

I think she's thin.	thirsty	wealthy
thankful	sympathetic	truthful
thrifty	healthy	athletic
thorough		

C. Transformation (this step may be omitted with students who have clearly mastered the pattern and the sound)

I think she's thin. I don't think he's thin.
(etc.)

D. Appropriate response (this step may also be omitted if the teacher feels that the students can handle step E. with no trouble)

T: I think you're thin. ST: I think I'm thin, too. (or)
(etc.) I don't think I'm thin.

E. Referred questions (with weaker students it may be necessary for the teacher to first ask the questions and have the students respond only, before requiring the students to ask the questions)

T: healthy ST.1: Are you healthy?
(etc.) ST.2: I think I'm healthy. (or)
I don't think I'm healthy.

F. Appropriate response (have the students simply repeat all the statements, before adding "I think" or "I don't think")

T: You should always tell the truth.
ST: I think you should always tell the truth. (or)
I don't think you should always tell the truth.

You should always tell the truth.
Good health is the most important thing.
Math is difficult.
Thunder is dangerous.
Death is the end of everything.
Youth is the best time of life.
Wealthy people are happier.
Being thin is good.
People over thirty have no fun.
Toothaches are fun.

G. Answering questions with "I think so"/"I don't think so"

Are you a good English student?
Can you understand all the news on TV?
Will it be spring soon?
Will it rain tomorrow?
Can you speak English well?
Will Teddy Kennedy win the presidential nomination?
Is your English pronunciation good?
Will you study English this summer?
Will you stay in this country a long time?
Will you return to your country anytime soon?

H. Giving opinions

T: Who do you think is thinner--Jane Fonda or Barbara Streisand?
ST: I think Jane Fonda is thinner. (or)
I think Barbara Streisand is thinner.

Who do you think is wealthier--the King of Saudi Arabia or the Queen of England?
Which do you think is more important--good health or wealth?
Which do you think is better--youth or age?
Who do you think has more sympathy--your friends or your parents (husband, roommate, etc.)?
Who do you think is more truthful--politicians or the press?
Which do you think is healthier for you--swimming or jogging?
Which do you think is more difficult for you--math or athletics?
Who do you think is more talented--an author or an athlete?
Who do you think is more thorough--you or your husband (roommate, brother, sister, etc.)?
Who do you think is thriftier--you or your husband (etc.)?

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TABLE 2

Suggested Grammar Pattern/Target Sound Combinations

GRAMMAR PATTERN	TARGET SOUND
Continuous verb tenses	/n/
Simple present tense	{s} endings
Simple past tense - regular	{d} endings
Simple past tense - irregular	/ey/, /ɔ/, /ow/
Noun plurals	{s} endings
Possesives	{s} endings
Contractions with IS	voicing: /s/-/z/
IS/ISN'T	voicing: /s/-/z/
WAS/WASN'T	voicing: /s/-/z/
DOES/DOESN'T	voicing: /s/-/z/, /ə/
Negative statements with DOESN'T	/ə/
Yes-No questions with DOES	/ə/
Demonstrative pronouns	/ð/
OTHER/ANOTHER	/ð/
CAN/CAN'T	/æ/
HAVE/HAVEN'T	/æ/
Modal auxiliaries COULD/SHOULD/WOULD	/u/,/w/,/š/
Modal MUST	/ə/
Noun clauses after THINK	/θ/
THERE IS/THERE ARE	/ð/
Comparisons with THAN	/ð/
I'D RATHER___THAN____	/ð/
V-ing patterns	/n/
V+TO patterns	any sound, esp. /ay/,/l/,/r/
WISH conditionals (I wish I were...)	/w/,/ə-/,/š/
IF conditionals	/u/
IF I WERE____I WOULD ___	/w/

****

TABLE 3

Sample Pronunciation Drills with Grammar Focus

I. Transformations

A. Affirmative → Negative (target sound /ə/)

He studies hard. → She doesn't study hard.
He loves his country. → She doesn't love her country.

B. Question with "you" Question with "he" (target sound / /)

Do you have any brothers? Does he have any brothers?
Do you have trouble with English? Does he have trouble with English?

II. Appropriate response

A. Add "I like to" or "I don't like to" (target sound/ay/)

ride a bike — pay high prices
drive at night — waste my time

B. Add "There is/are" or "There isn't/aren't" (target sound /ð/)

cold weather in Illinois — another holiday before summer
doctors in my 'father's family — rythmn in Latin music

C. Add "You should" or "You shouldn't" (target sound /s/)

use a lot of sugar — speak Spanish in English class
eat fresh fish — wash shirts in the dishwasher

D. Add "I wish" or "I don't wish" (target sound /w/)

I were wealthy — I were twenty again
the weather were warmer — I were wiser

III. Answering questions

A. Answer "Yes, I know how to" or "No, I don't know how to"(target /ow/)

sew — make toast
bowl — use a pay phone

B. Answer in a complete sentence (target sound /ð/)

Which can you do farther - walk or run? (I can walk farther than I can run)

IV. Asking and answering questions

A. Ask someone a question using these words (target sound /ŋ/)

sing a song (Are you singing a song?)
study engineering (Are you studying engineering?)

V. Making sentences from cues

A. Tell which you'd rather do (target sound /ð/)

walk/ride (I'd rather ride than walk)
live in the northern U.S./live in the southern U.S.

B. Tell whether you wish or don't wish. (target sound /ɚ/)

early (I wish I were early - or - I don't wish I were early)
perfect (I wish I were perfect - or - I don't wish I were perfect)

HANDWRITING AND THE ESL TEACHER--Gary Bevington

An article by Nevarez, Berk and Hayes in a recent issue of TESOL Newsletter raises the issue of the role of handwriting in ESL instruction. Certainly, their points that handwriting does play a role in ESL instruction and that it is a topic which has not been given adequate attention in the past are well taken. Their article, however, only scratches the surface and, in fact, does a disservice to the topic by focusing rather narrowly on an aspect of secondary importance, as I hope to show in this presentation. Furthermore, the rather lively reaction to NBH's article in a series of letters published in subsequent issues of TN, while clearing up some misconceptions and wrong information in NBH's presentation, has continued their basic direction in the discussion of the role of handwriting in ESL instruction.

In the present paper, we begin with the general direction that discussion of the role of handwriting in ESL has taken so far, hopefully clarifying the general scope of the issues involved and their practical ramifications. We then turn to a broadening of the issues, developing an empirical hypothesis and outlining a broad program for research. Suggestions of possible pedagogical and heuristic strategies are also made.

NBH make clear the impetus for their article. In the course of ESL instruction, they encounter students whose penmanship is, frankly, atrocious; an experience which I expect is something rather widespread. They narrow in on students from the Middle East, who are quite fluent in their own non-Latin-based script. Their explanation for the bad hands of their students relies heavily on a contrastive analysis of the Latin and Arabic scripts. Several letter-writers to the TESOL Newsletter have pointed to errors of fact and interpretation in their comparison of the two writing systems. While there may be some minor orthographic interference problems, from my own experience I find most of the greater arguments based on systematic differences implausible. Let us consider a couple of examples. One is directionality. As is well known, Arabic is written right to left while the Latin orthography is written left to right. From my own experience twenty years ago learning the Arabic script, I can assure you that I had absolutely no problem moving my hand from right to left instead of left to right. Furthermore, in classical penmanship theory, teachers excuse the purported bad hand of left-handed writers by observing that they "push" the pen across the paper whereas right-handers "pull" the pen (ostensibly the natural way to write). While I have no statistics on the matter, I expect that division of hemispheric dominance among those using Arabic and other right-to-left scripts is not substantially different than among users of Latin and other left-to-right scripts. Given the veracity of the penmanship teachers' shibboleth cited above (a dubious proposition at best), one would have to conclude that the change from Arabic to Latin script would be something of a liberation for right-handed writers. More substantive evidence of insignificance of directionality as an issue in handwriting can be adduced by using a Middle-Easterner who knows English to try writing it right to left or an English speaker who knows Arabic, Farsi or Hebrew to try it left to right and comparing these with a native speaker writing his own language backward. I am sure that you will find no appreciable difference.

A contrastive approach might yield some useful results with respect to capitalization. It is well known that the Semitic scripts do not have an analog of capitalization in the Latin alphabet. The usage of different forms of the Arabic characters is determined along relatively straightforward lines based on their juxtaposition within a word, rather than the

the more elusive and, objectively viewed, really arcane principles governing capitalization in English. It should be noted that problems with capitalization among ESL students are hardly limited to those students whose native languages do not use the Latin alphabet. In fact, beyond a certain gross level, such as sentence-initial capitalization, such students can be even more intractable in capitalization errors owing to the rather different rules for capitalization in their native languages which they stubbornly apply to English. Finally, of course, it can be observed that one need not be a non-native speaker to mess up capitalization in any language. Because of its totally non-linguistic basis, capitalization remains a kind of social grace in the written language, imperfectly mastered by even those of us with considerable professional stake in communication by the written word.

Let me now make a general point about the approach of NBH. It seems to rely in an unrealistically heavy fashion on the role of first language interference in determining handwriting problems. This is, of course, reminiscent of an earlier era in ESL philosophy in general, namely the time when the contrastive approach was raised as a cure-all. The fundamental problems of contrastive analysis are well known and need not be repeated here. A word of warning, however, is in order. The recognition of the bankruptcy of a strict contrastive approach led, I think, to an undue reaction against looking at the role of interference in second language learning. This is most unfortunate because there are clearly insights to be gained by this approach, both to handwriting and more general ESL problems. My hope is that ESL teachers will continue to view a contrastive approach not as a panacea, but rather as an important but limited diagnostic tool.

We turn now to some general considerations of the role of handwriting in ESL. First, why is handwriting important at all to the ESL learner? The answer to this question must be laid out as a purely social one: handwriting is the most concrete manifestation of the written language, which is itself the most concrete manifestation of language. Thus, linguistically unsophisticated observers are very apt, consciously or unconsciously, to make strong inferences based on their impression from handwriting samples, whether or not these are justified. Think, first of all, of a non-ESL situation even with a linguistically sophisticated observer, as for example myself. When I first receive written work from a class, I find myself sitting in my office reading them one after another from the pile in which they were turned in. Even though I have dreadful handwriting myself and even though I know there is absolutely no correlation between what is being written and the handwriting in which it is written, I still feel an initial gut reaction to the visual manifestation of the students' work. Fortunately, I believe that I am able to overcome this reaction by using my rational faculties in evaluating the papers. The important point that I am trying to make is <u>not</u> how enlightened a grader I am, but rather how deeply ingrained the reaction to the visual expression of a written work is. In the "real" world, I expect that reaction to handwriting is a good bit more important because most people are naive about the relationship of handwriting to language and unaware of their reaction to it. In the case of non-native speakers, reactions to handwriting quality are only going to be intensified. The linguistically unsophisticated person may consciously or unconsciously make strong inferences about a non-native speaker's mastery of English based on handwriting. Although this is really quite unfair because analogous judgements are not made of native speakers' mastery of the language, it is nonetheless a predictable kind of reaction that ESL students, at least the ones who have career plans to finction in an English-speaking environment, are going to have to deal with. An import-

ant analogy may be drawn here between handwriting and pronunciation.

Pronunciation is the most apparent manifestation of spoken language to the linguistically unsophisticated person and the one on which he is most apt to base judgements of a non-native speaker's mastery of the spoken language, although it is clear linguistically that it is, in fact, one of the most superficial aspects of spoken language mastery. Likewise, handwriting judgements are apt to play a major role in judgements of non-native speakers' mastery of the written language, although it is equally clear that handwriting is of even more superficial consequence than pronunciation.

What are the consequences of the above discussion for teaching handwriting to ESL students? First, ESL teachers must understand the relatively superficial role of handwriting in language learning and govern the attitudes they impart to their students about it accordingly. In no case, is it worth brow-beating an adult ESL student because of his penmanship. However, ESL students with grossly deficient handwriting should be made aware of the possible consequences. The student can then make a personal choice either to do nothing about his handwriting or else work on developing a more acceptable hand. Should he choose the latter alternative, then the ESL teacher should be equipped to help. As we stated at the outset, our feeling is that interference plays a subordinate role in handwriting. Therefore, there is little reason to develop special ESL handwriting materials because general penmanship materials should be adequate. It should be kept in mind however that most materials are developed for use with children whose fine motor skills are still developing. Adult students, whose fine motor skills are, in all probability, not going to improve, will usually start at a more refined level than a six or seven-year-old and probably reach whatever attainment they are capable of fairly quickly. Students should obviously be discouraged from attempting more improvement than they are capable of in a relatively short period of time.

What about the adult student who has deficient handwriting and recognizes the need for improvement but doesn't respond to a reasonable amount of instruction and practice? Such cases are bound to arise, and the most humane approach is to help them discover ways to avoid public displays of a bad hand. One way is the use of a typewriter. With some practice, even hunt-and-peck typists can produce satisfactory copy with reasonable speed. When typing is not possible, such as on applications, notes, even letters, the messages can be printed in block letters. While this is obviously not the classiest way to write, it is probably preferable to an uneven scrawl, particularly to avoid the kind of unfair judgements of language ability cited earlier.

So far, my discussion has generally followed earlier consideration of the role of handwriting in ESL. I want to turn now to another area, one that I personally consider a good deal more important. My discussion, as well as that of others, has been concerned exclusively with the active use of cursive writing by ESL students. Obviously, this is a special problem for students whose native-language literary skills involve the use of a non-Latin alphabet. The problem that I want to take up now is of concern not only to these students but really to all literate, adult ESL students, although the degree to which it is a problem may vary according to the native-language alphabetic background of the students. The problem to which I am referring is reading someone else's, particulary a native speaker's, handwriting.

First, let us consider the evidence to suggest that there is, in fact, a special problem here. I will begin with personal experience. I have spent considerable time in Germany and am, I think, quite fluent in both written and spoken German. In any case, I have a number of German friends with whom I carry on a correspondence in German. When my friends write, sometimes they type and sometimes they use longhand. Typed letters are read quickly and effortlessly much as I read correspondence from American friends and family. Handwritten letters are quite another matter. I find myself very often struggling through a handwritten letter that, were it typewritten, would be no problem at all. Sometimes I simply end up skipping whole sentences because I can't get through the handwriting. On other occasions, I can rely on some professional skills (I had some training in paleography as a graduate student) to piece things together. I should also add that my friends have good, even, but characteristically German hands, so that my problems cannot be attributed simply to bad penmanship on the other side. I have spoken with others about reading native speakers' handwriting in a foreign language, both where the language was English and other languages, and there appears to be universal agreement that it varies from burdensome to impossible.

Rather dramatic public evidence of this situation came to light recently when the American hostages in Iran were allowed to write to their families. If you watched the news interviews with the families of the hostages after they received the letters, you may have noted a number felt that the letters were not reliable correspondence because they had been hand-printed in block letters by people who always corresponded in longhand. In fact, all the letters from the hostages that have been reprinted in the papers have been hand-printed in block letters. The reason for this is, I think, fairly apparent. The militants, of course, wanted to censor the letters before releasing them, but whoever did the censoring, presumably the notorious "Mary", who in her role as spokesperson for the militants has impressed us all with her fluent and idiomatic English, did not trust themselves to censor handwritten (cursive) letters and therefore made the hostages block-print them.

While my evidence is largely anecdotal, I think there can be little doubt of the proposition that reading handwritten (cursive) documents, particularly those written by native speakers, presents particular problems. Likewise, I think there can be little doubt of the desirability of some amelioration of the situation for ESL students, particularly for those who have career or life plans that are at all integrative toward Anglo-American society.

What I wish to do now is develop an empirical hypothesis as to why the interpretation of cursive writing presents particular problems for non-native speakers and propose a program of research to test and refine the hypothesis. The reason that cursive writing is a problem for non-native speakers is that it is basically a system devised for native speakers to communicate among themselves. As an active skill, its clear advantage is speed. Every native speaker recognizes that he can write considerably faster than he can print. Thus, the speed with which ideas can be put on paper can be raised to approach more closely the speed with which they are produced. There appears to be a kind of trade-off in cursive writing, and that is that a certain amount of orthographic detail is lost in favor of speed. Such a system is really only useful in commun-

icating if the result is generally interpretable by others.

Classical reading theory tells us that fluent readers abstract away from the individual letters and marks to grasp larger visual units such as words or even groups of words as a whole. Reading theorists cite as evidence of this abstracting process the fluency with which diverse cursive writing can be read. But, of course, reading theory is talking about native speakers. What this suggests is that the reading process used with a learned language may be different in a fundamental way from the reading process used with a native language, namely that in reading a learned language we may in fact be much more dependent on orthographic detail than in reading a native language. If this is the case, then it is clear why my assertion that cursive writing is basically a system devised for native speakers to communicate among themselves explains the difficulty non-native speakers have in reading cursive writing. Adult handwriting styles tend naturally to push toward the natural limit of tolerance among native speakers for reasonable probability of interpretation, given the degree of abstraction that native speakers use in reading anyway. If non-native speakers, even fluent non-native speakers, do not read with the same degree of abstraction, but rather hug the orthographic bedrock much more closely, so to speak, then most adult handwriting styles are not going to be readable to them in the same sense that they are for the native speaker.

The program of research that would seem to be the most promising to establish the empirical validity of my hypothesis together with the possibility of making obvious necessary refinements is to follow a series of experiments begun in the nineteenth century by Cattell using a tachistoscope, a device for very fast exposure of a visual display, with non-native speakers. Cattell and his successors showed, among other things, that for native speakers the amount of time needed to perceive a word was not significantly different from the amount of time needed to perceive a single letter. A whole series of tachistoscopic studies comparing native-language and learned-language readers suggest themselves. Is the difference between word and letter perception significant for a learned-language user? If so, to what extent does it correlate with language proficiency? Is there a significant difference in perceptual time needed for printed and cursive forms? Does this vary significantly from native language to learned language? What about variability among cursive forms? While the exact line of experimentation must of course develop out of the research, it nonetheless looks like a promising area for ESL research. My hope is that some of our graduate students both at my university and elsewhere might find this an intriguing direction and begin to undertake some experimental studies.

In the absence of experimental studies is there anything that ESL classroom teachers might want to try to help their adult students gain fluency in reading cursivly written English? The answer, I think, is yes, and I have a couple of suggestions to make here. First, ESL teachers should be aware of the problem and particularly how their own handwriting style may bear on the issue. By this I emphatically do NOT mean that ESL teachers should all write only in a polished Palmer-style hand for their ESL students. If I may again refer to some personal experience, this is what my Russian teachers in college did. After two years of college Russian, an acquaintance asked me to translate a letter from the Soviet Union that his law firm had received. It was written in what I later discovered was a fairly typical adult Russian hand, but I was absolutely nonplussed by the

letter. I labored long and hard to decipher a two sentence letter that was, from the point of view of language, quite straightforward for me. The point is that sooner or later ESL students are going to have to come to grips with real American handwriting, and the classroom is certainly the place to make at least a start. In fact, the blackboard, in particular, can be a useful starting place because most of us repeat verbally whatever we write on the board, giving the students reinforcement in interpreting the handwriting. I think that ESL teachers should basically use their natural adult handwriting with their students, unless there is a good reason to do otherwise.

While the teacher's handwriting may give students some incidental practice at interpreting adult handwriting, it may be useful at a certain point--my guess is about advanced-intermediate level--to introduce some formal exercises in handwriting interpretation. Certainly, a sensitive and conscious ESL teacher can find useful examples of adult American handwriting from day-to-day life: personal correspondence, messages and memoranda from colleagues, and so forth, in order to amass a suitable corpus to share with the students. Personally, I believe that this kind of material could most effectively be shared with a class using an opaque projector, a visual aid which I feel, incidentally, has been seriously underutilized in ESL instruction. It may be that eventually individual projects with handwriting may be in order, instead of group decipherment. In this case, of course, photocopying can help in the preparation of materials. The important point is that this is not the kind of thing where ESL teachers must wait for some bodhisattva of TESOL to produce an elaborate and expensive textbook or teaching aid before they can get started helping their students.

Summarizing, we have seen that the role of handwriting in ESL instruction should be viewed from two perspectives. One of these, the active mastery of cursive writing, is seen to be of importance, chiefly because of possible sociolinguistic consequences for those students whose life plans are integrative toward English-speaking society. It is the duty of the ESL teacher to make such students with deficient handwriting aware of these consequences. If the students choose to address themselves to the problem, then the teacher should be prepared to help the students improve their penmanship or, failing that, to develop strategies to avoid public displays of a bad hand. The second perspective from which the role of handwriting in ESL instruction is viewed is the interpretation of native speakers' handwriting by non-native language texts. A research program to determine the nature of such differences is proposed. Finally, we have suggested practical approaches ESL teachers might take to help their students in interpreting handwriting.

A DECADE OF ILLINOIS TESOL/BE
1970-1980

As a result of attendance at the first TESOL Convention in Miami in 1967, Virginia M. Welninski and Nell Gonzalez became enthusiastic supporters of the TESOL organization and a commitment was made to hold the 1969 Convention in Chicago. As time passed, interest in the TESOL organization grew and the idea for establishing an Illinois affiliate gained momentum. By November 20, 1969, Mrs. Welninski had received a response to her inquiry concerning such affiliation from Dr. James Alatis. With much encouragement and specific instructions of the steps to be taken in organizing a TESOL association from Edwin Cudecki, Director of Foreign Languages, Board of Education, City of Chicago, Mrs. Welninski initiated the implementation of the suggested procedures. She enlisted the aid of Marsha R. Santelli and together they did the ground work for establishing a professional not-for profit organization to be known as the Illinois Association of Teachers of English to Speakers of Other Languages (Illinois TESOL). This ground work included

- sending a letter to the Secretary of State requesting a charter
- calling together a group of interested persons
- selecting officers
- approving a constitution (modeled after TESOL's)
- establishing dues
- filling out the charter application
- mailing the charter application, a copy of the constitution, and the fee of $25.00 to the Secretary of State
- creating a corporate seal
- having the officers become members of TESOL
- applying for affiliation and paying the fee for same to TESOL

The first meeting of the proposed Illinois TESOL affiliate was held on May 13, 1970, at 4:00 p.m. in Room 952, Board of Education, 228 North LaSalle Street, Chicago, Illinois. Virginia M. Welninski, TESL Consultant, Area C Curriculum Services, presided. A proposed constitution was presented but not approved. The participants elected temporary officers and selected a committee to revise the proposed constitution and present it for approval at the next general meeting which took place June 10, 1970, at the same location.

Temporary Officers:

Virginia M. Welninski, President
Edward O'Hayer, Vice President
Marsha R. Santelli, Recording Secretary
Isaura McNelly, Corresponding Secretary
Robert J. Thompson, Treasurer

Constitution Committee:

Adeline Beier, Chairperson
Nell Gonzalez
Lee Jaffe
Patsy Tracy

At the second meeting it was decided that the fiscal year would run from June 1 to May 31 and that the temporary officers would become the permanent officers for 1970-71.

The same officers and committee members served for two years 1970-72. Meetings were held at St. Angela Catholic School, St. Sylvester Catholic School, the Art Institute of Chicago, the Filipino Center, various ethnic restaurants, Northeastern Illinois University, and other locations.

At our first Executive Committee meeting one dollar was collected from each member present to provide us with money for postage so we could send meeting notices to people who might be interested in our organization.

Our "kick-off" luncheon meeting took place at the Art Institute of Chicago on November 14, 1970. The speaker for that occasion was Dr. Angela Paratore of Northeastern State College, whose topic was "TESOL, Then and Now" - a history of English as a second language in the United States. Dr. James Alatis, Executive Secretary of TESOL and Assistant Dean of Languages and Linguistics at Georgetown University, gave an overview of the history and development of the TESOL organization specifically pointing out the various services that would be offered to local affiliates. He wished us well in our endeavor and offered TESOL's support in furthering our cause.

Beginning with our first workshop meeting in 1971, Marsha R. Santelli encouraged publishers to exhibit materials. Over the years she has been in charge of this activity and is now our Director of Exhibits and Advertising. Thanks to Marsha's continued diligence this has become the chief source of income for our organization.

Dr. Lev Soudek, Northern Illinois University - DeKalb, was the principal speaker on February 20, 1971 at St. Angela Catholic School. His topic dealt with the application of contrastive analysis and why it is important to know something about the student's language. At this same meeting Sister Rose Marie Ruffle and Roseanne Bell conducted a seminar for sharing ideas and solving problems while Virginia M. Welninski held a workshop on adapting similar materials to various levels of ESL teaching.

The table decorations for our luncheon meeting on May 15, 1971 at the Art Institute of Chicago were created by TESL students of Roosevelt High School and Lafayette Bilingual Center. Robert Axelby introduced Dr. John P. Maher, Professor of Linguistics, Northeastern Illinois State College, who spoke on what linguistics can do for language teaching and gave examples of sociological parallels that exist in other countries.

At the next quarterly meeting of Illinois TESOL on September 25, 1971, at St. Sylvester School, Susan Taylor. a staff member of Programs in English as a Second Language, University of Illinois - Urbana, presented her paper on "Communication Skills in English as a Second Language". Workshop choices included a Question-Answer session with Susan Taylor; "Problems in Bilingual Education" with Norma Rodriguez, Isaura McNelly, and Edward O'Hayer; and "Language Interference" with Vicki Gunther and Marsha Santelli.

ACTFL held its Fifth Annual Meeting on November 27, 1971, at the Conrad Hilton Hotel. Illinois TESOL participated in many meetings during this convention, including the Regional Meeting chaired by our president, Virginia M. Welninski, and co-chaired by our vice president, Edward O'Hayer. The program of the Regional Meeting featured four speakers:

Dr. Angela Paratore, Northeastern Illinois University
"Fringe-area Activities in Language"

Dr. Robert Illwitzer, Northeastern Illinois University
"Semantics of Yes and No"

Dr. Paul J. Angelis, College Militaire Royal de Saint Jean, Quebec
"The Importance and Diversity of Aural Comprehension Training"

Dr. Richard Barrutia, University of California - Irvine
"Informal Second Language Acquisition"

Illinois TESOL/BE again assisted ACTFL in 1978.

Dr. Virginia Hawkins, Reading Specialist for the Unified Schools of Kenosha, Wisconsin; Janet Bacon, Director of Model Cities Reading Programs at the Jensen School, Chicago; and Miriam Lykke, Director of Model Cities TESOL at Senn High School, Chicago, presented three different approaches to the teaching of reading within the ESL context. Their approaches were in many ways contradictory and stimulated lively discussion and interaction among the participants in our March 11, 1972 meeting at St. Sylvester School.

A new corps of officers was installed at our luncheon meeting on May 22, 1972 at the Art Institute of Chicago, where Ed O'Hayer became our second President. Revision of our Constitution and By Laws was recommended and volunteers to serve on a revisions committee were sought. The Editorial Committee also invited members to assist Carol Jankowski with the formation, publication, and distribution of an Illinois TESOL Newsletter.

Jay Wissot, Past President of the New Jersey TESOL affiliate and now a member of Illinois TESOL, spoke at the May 20, 1971 luncheon on some important considerations for ESL teachers such as standards and certification, the relationship between TESL and BE, the methodological conflict between behavioral and cognitive code approaches to language learning, and the differences between intrinsic and integrative student motivation.

Dr. James Redden, Chairman of the Linguistics Department of Southern Illinois University at Carbondale, spoke on "Current Trends in English as a Second Language" at our September 23, 1972, meeting giving major emphasis to a comparison of the audio-lingual and the cognitive approaches.

Our first Illinois TESOL Newsletter was published in October, 1972, through the monumental efforts of Carol Jankowski, Editor, and Sister Rose Marie Ruffle.

On November 18, 1972 at St. Sylvester School, Alfonso Ramirez, President of TESOL who flew in from Texas, spoke to us on "Trends in Bilingual Education." A panel discussion on bilingual education followed. Rudolph Salmeron, Assistant Principal of McCormick Elementary School, introduced the panel members and acted as moderator. The panel included Maria Cerda, Member of the Board of Education, City of Chicago; Eduardo Cadavid, Administrator of Special Language Programs, Chicago Public Schools; and Natalie Picchiotti, Principal of Juan Morel Campos Bilingual Center.

"Ranges of Difficulty in the Articulation of English Consonants" was the title of Dr. Lev Soudek's interesting and informative address at our February 17, 1973 meeting at St. Sylvester School. Other presentations were the following:

Roseann Bell "Use of Lado's New Texts to Teach English in Spain"
Miriam Lykke "Ulpan in Israel"
Dr. Mary Constantine "A Critique of Harold B. Allen's book Teaching English as a Second Language"
Geraldine Baginski "Teaching ESOL with the Typewriter"
Nell Gonzalez and Leonard Rubin "The Changing Role of the ESL Teacher."

Our annual luncheon meeting was held at the Art Institute of Chicago on May 19, 1973. Mr. Dick Simpson, Independent Democratic Alderman for the 44th Ward and Professor of Political Science at the University of Illinois-Circle Campus, spoke on what happens to non-English speakers from a political point of view. His speech awakened in us an awareness of the real life problems experienced by our students and their family members. At this meeting we also approved the Amendments to our Constitution and By Laws. New officers were installed.

Marsha Robbins Santelli became President. One of the major accomplishments of her administration is the affiliation of Illinois TESOL with Northeastern Illinois University.

Edward O'Hayer arranged for Illinois TESOL/BE to borrow a convertible from Kayler-Youngquist Oldsmobile to drive in both the Puerto Rican Day Parade in June and the Mexican Independence Day Parade in September. The car was decorated with posters, colorful streamers, and paper flowers with the name Illinois TESOL/BE in large letters to indicate to these Hispanic peoples our concern for and support of their cultures

Once every five years a World Conference of Anthropologists is held. In 1973 this Conference was held in Chicago. Edwin Cudecki and Hannah Choldin of the Foreign Language Department of the Chicago Public Schools invited Illinois TESOL/BE to assist in this event. In addition to the "behind the scenes" work, we hosted one of the Ethnic Visitations for the visitors from other countries of the world.

Since we did not pay rent for the use of the meeting rooms at St. Sylvester School, and since the Mothers Club of the parish prepared coffee and rolls for us, we made a cash contribution of $25.00 for each meeting to the Sister who taught ESL at that school so she could purchase books and materials for use with her ESL students.

Frank Rios of the WGN staff spoke about "Minorities and Their Coverage by the Media" at our fourth annual Illinois TESOL luncheon at Marina Towers on May 3, 1974. Of course, we chose to interpret that incident as being in honor of our incoming President Carol Jankowski who is of Polish heritage.

Northeastern Illinois University hosted the Illinois TESOL mini-convention on February 15, 1975. The keynote speakers were Dr. Lev Soudek and his wife Dr. Miluse Soudek, Professors at Northern Illinois University in De Kalb. Their topic was "Psychology and Linguistics: New Views of Language Learning." The classical controversy between B.F. Skinner and Noam Chomsky was discussed.

The business meeting included the nomination of officers and voting on an amendment to the constitution which called for a change in the name of the organization to The Illinois Association of Teachers of English to Speakers of Other Languages/Bilingual Education, an affiliate of TESOL (Illinois TESOL/BE). This name change did not alter the purpose of the organization since bilingual/bicultural education had always been included in the purpose as stated in the constitution. The membership voted to accept the name change. This workshop was extremely well attended in spite of the miserable wintry weather. The MiniConvention of February 15, 1975 marked another milestone in the progress of our Illinois TESOL/BE affiliate.

During the year a new Constitution was adopted, a logo for our stationery was established, a new corporate seal was designed; and a thorough revamping of the organization was implemented.

On May 3, 1975 our fifth annual luncheon was held at The Taberna Restaurant, 303 E. Ohio Street, where we enjoyed Greek cuisine, Greek music, and Grecian atmosphere. After lunch the gavel was turned over to our new President Adela Weinstein who introduced the officers for the coming year. Ronald S. Shapiro, a Chicago attorney and Secretary of the South Chicago Bar Association, who specializes in immigration law, spoke on "Immigration Laws--the Problems, the Procedure, and the Future." He gave an outline of current immigration law, discussed some of the deportation cases in the news, and answered questions posed by the audience.

Carmelo Melendez, United States Commission on Civil Rights and Host of "Our People, Los Hispanos" was the principal speaker at our workshop of September 27, 1975, at Northeastern Illinois University. His topic was "The Impact of Bilingual Education."

When the International Bilingual Bicultural Education Association held its fourth annual conference at the Palmer House on May 22-24, 1975, Illinois TESOL/BE cooperated with them by providing assistance.

On November 15, 1975 Vicki Gunther, ESL/Bilingual Staff Development Team Member, spoke to our membership on the topic of "Current Research in Second Language Acquisition: Implications for the Teacher." Participants also enjoyed another interesting selection of workshops.

The Fourth Illinois TESOL/BE State Convention was held on February 21, 1976 at Northeastern Illinois University. Approximately 300 persons attended. Sixteen workshop sessions were conducted by the following people: Kerry Kirk, Rafaela Weffer, Linda Blanton, Joan Hamm, Beulah Jennings, Adolfo Colon, Silvia Suarez, Vicki Gunther, Bertha Molina, Rosemary Gannon, Adela Weinstein and Eduardo Cadavid, Judy Ratas, Fred Rosengarden and Joseph Herschander, Staff of Jurka Branch Bilingual Center, Stelpen F. Owens, and Rosabelle Mintz. The convention participants were entertained during the lunch hour by El Conjunto Folklorico Panameno. In addition to the publishers' exhibits, Cesar Rodriguez and Tessie Diaz hosted a display of teacher-made materials. The keynote speaker was Dr. John Haskell of the Linguistics Department of Northeastern Illinois University. His topic was "Some Things to Do and Some Things to Don't in the Classroom". His concluding admonition was that "It isn't the English that we're teaching that is the most important, but it IS the student who is most important."

Meson del Lago Restuarant, 158 East Ontario Street, was the setting for our annual luncheon held on May 15, 1976. The guest speaker was David Roth, Consultation Coordinator of the Institute of Pluralism and Group Identity. His topic was "Educating for New Pluralism: Implications for TESOL/BE Teachers." The gavel was passed from Adela Weinstein to Norma Rodriguez.

On September 18, 1976 a meeting was held at Northeastern Illinois University. Our principal speaker was Sister Francis Georgia Vicente, O.S.S., Bilingual Education Consultant at the Casadel Carmen Center, Philadelphia, Pennsylvania. Her topic was "The Compatability of the ESL Program as an Integral Part of Bilingual Education." Five other sessions were offered later in the day.

At the Executive Committee meeting of September 2, 1976 a new corporate seal was ordered for Illinois TESOL/BE. A "Road Show" procedure was outlined by Marsha Santelli. The purpose of the "Road Show" was to generate enthusiasm in the establishment of local chapters within Illinois. Adela Weinstein was assigned the task of presenting a history of ESL and Virginia Welninski was assigned the task of presenting a history of Illinois TESOL/BE. Marsha Santelli was to state the purpose of establishing local chapters and Mary Potocki was to outline the procedures to be followed.

Eventually letters with accompanying recorded tapes were sent to eleven key areas within the state, including Joliet, Elgin, Waukegan-Zion, Carbondale, and Champaign-Urbana. Barbara Sherman from Elgin and Donna Lach from Waukegan responded. Very little came of this venture but seeds were planted and by November 10, 1979 the Northern Illinois Regional Chapter of Illinois TESOL/BE was established.

The Bilingual Education Service Center (BESC) held its United States Regional Kaleidoscope on Bilingual Education at the Regency Hyatt House on November 10-13, 1976. This conference was cosponsored by BESC, the State of Illinois Office of Education, Title VII, NABE, and Illinois TESOL/BE.

On November 4, 1976 Sister Rose Marie Ruffle resigned as Vice President because she had been promoted to a position at St. Mary's College in South Bend, Indiana. Her resignation was accepted. She had served our organization in many capacities - Corresponding Secretary, Recording Secretary, Vice President, and as a member of various committees.

At the next Executive Committee meeting, Mary F. Potocki was unanimously elected to become Vice President to fill the vacancy caused by the resignation of Sister Ruffle and Lupe Hamersma was selected as Acting Corresponding Secretary.

The Fifth Annual Convention of Illinois TESOL/BE entitled "The Best of Both Worlds" was held at the Pick-Congress Hotel on March 11 and 12, 1977. The entire planning and arrangements for this, our <u>first</u> convention in a hotel, were left in the capable hands of Guadalupe Hamersma and Mary Potocki. In spite of many misgivings on the part of most members of the Executive Committee, the Convention was a success. There were thirty-three concurrent sessions and two keynote addresses:

<u>Dr. James E. Alatis, Executive Secretary of TESOL</u>
"Toward a Definition of TESOL"

Dr. Richard Cornejo, Center for the Study of Evaluation,
U. C. L. A. Graduate School of Education
"The Historical Background of the Linguistic University
in the United States"

Dr. José Rizal Memorial Center, 1332 West Irving Park Road, was the site of our annual luncheon meeting held on May 21, 1977. President Norma Rodriguez introduced our speaker, Samuel Hernandez, Bilingual Consultant in the St. Paul-Minneapolis School System, who spoke on "The Myth of the Melting Pot." After his speech, Norma handed the gavel to the new President, Mary Potocki.

We returned to Northeastern Illinois University for our September 24, 1977 meeting at which Donald Knapp, President of International TESOL and Professor at Temple University in Philadelphia, spoke on "The Utility of Oral Reading in Teaching ESL".

Charles Parish, Southern Illinois University - Carbondale, addressed the Illinois TESOL/BE membership on November 3, 1977. His topic was "Do We Teach or Do Students Learn: Deductive versus Inductive Methods in ESL."

Illinois TESOL/BE participated in the P.A.C.E./I.A.E.A. Convention held at the Holiday Inn East, Springfield, Illinois April 12-15, 1978, which included presentations by Dr. John Haskell; Mary Potocki and Virginia Welninski; and panel moderated by John Daugherty and Joanna Escobar.

The November 19, 1977 Illinois TESOL/BE Workshop featured a wide variety of presentations.

The Sixth Annual Illinois TESIL/BE Convention was held on February 24 and 25, 1978 at the Hillside Holiday Inn, Hillside, Illinois. This was another FIRST for our organization, as it was the first convention held outside of the city limits of Chicago. This convention featured publishers' exhibits, a Korean Art Exhibit, two plenary sessions, and twenty-four concurrent sessions.

After dinner, Mary F. Potocki, President, opened the first plenary session by welcoming the members and guests and introducing the officers and luminaries of the TESOL community. Dr. Bessie Lawrence and Mario Aranda imparted words of welcome. The main speaker was Mary Galvan, Past President of International TESOL.

In her speech "Tesol's Role: More Than a Dream," Mary Galvan petitioned all to talk to and to encourage their administrators to bring ESL "out of the closet" and give ESL classes more space, time, and significance. She entreated ESL teachers to work with classroom teachers so that the academic content can be reinforced through ESL method to get the ESL child to function in the general academic atmosphere of the school. In such special ways TESOL's role is more than a dream; it is a course of action.

On Saturday morning Anne A. Garcia, Convention Chair and Vice-President of Illinois TESOL/BE, presided at the Plenary Session. She introduced Maria Medina Swanson, Director of the Bilingual Education Service Center, and Raymond Rodriguez, Principal of the Waukegan School District, who gave short talks relating to the education of ESL students. Anne then introduced the keynote speaker Carmen Perez, Director of

Bilingual Education, New York State School System. Her topic was "A Decade of Bilingual Education."

The Illinois TESOL/BE May luncheon, cosponsored by the Illinois Office of Education, was held at the Como Inn, 546 N. Milwaukee Avenue, on May 20, 1978. The meal was enhanced by a fashion show provided by the Korean American Housewives Association.

Phillip W. Roth spoke on "Certification in ESL and BE: Fantasy or Reality?"

Illinois TESOL/BE ushered in the new school year with its September 23, 1978 workshop at Northeastern Illinois University. Dr. Angeline Caruso, Associate Superintendent in Charge of Curriculum and Instruction Services for the Chicago Public Schools, spoke on the role of bilingual education in Chicago's "Differentiated Curriculum." Eight concurrent sessions followed.

Our first out-of-town workshop, conducted at Northern Illinois University at De Kalb on Saturday, October 28, 1978 was a success thanks to the efforts of Dr. Linda V. McCrossan, Director of the Educators' Bilingual/Bicultural Program, who was instrumental in helping to organize this workshop.

Mario Aranda, Manager of Bilingual Education, Illinois Office of Education, presented the State's perspective on bilingual education. Other speakers were Carmen Perez, Dr. Lev Soudek, Alejandro Benavides, Dennis Lerdy, Jim Fortenberry, Dr. Linda V. McCrossan, and Mary Louise Seguel.

The idea of establishing a Scholarship Fund was first presented by our President Marsha Santelli in 1973 when a Scholarship Committee was appointed. Sister Mary Jo Grace and others selected Byung-hwa Yoo, a student at the University of Illinois - Champagne-Urbana, to receive the first scholarship grant of $150.00 in September, 1974. In September, 1975 the second grant of $150.00 went to Mary D. Moulton who received her M.S. in Linguistics from the Illinois Institute of Technology and returned in the fall to continue her studies in the Ph.D. program. In 1976 Ramon Rodriguez chaired the committee which selected Carmen Vargas, a senior from Northeastern Illinois University, and Anna Ortiz, a freshman at Loop College, as the recipients of awards of $200.00 each. By 1977 two scholarships of $250.00 each had been established. One of these was designated as the Dr. Robert Illwitzer Award in honor of our Executive Secretary for his untiring efforts on behalf of Illinois TESOL/BE. The following year, on the recommendation of the Scholarship Committee, the second award was named the Virginia M. Welninski Award. Subsequent award winners were the following:

1977	Joanne Portillo-Reveles, Western Illinois University, Macomb, Illinois / $200.00 Peter J. Jurado, DePaul University, Chicago, Illinois $200.00
1978 Illwitzer	Sister Consuelo Chase, Mallinckrodt College, Wilmette, Illinois $250.00
	Fern Pelzner, Northeastern Illinois University, Chicago, Illinois $250.00

1979 Illwitzer Carmen Sanchez, Northeastern Illinois University, Chicago, Illinois $250.00
Sharon L. Spellman, Knox College, Galesburg $250.00

Proceeds from Ethnic Restaurant Coupon Books sold by Edward O'Hayer, from Fannie May Certificates sold by the Scholarship Committee, and from the sale of St. Nicholas theater tickets for "The Primary English Class" sold by Marsha R. Santelli, plus cash donations by members of Illinois TESOL/BE have helped to finance our Scholarship Fund.

On March 30 and 31, 1979, Illinois TESOL/BE held its seventh annual state convention at the Blackstone Hotel in downtown Chicago. Its theme was "Diversity within Unity." This was the first time that our state convention was a full two-day event. Approximately 400 persons were in attendance each day.

On Friday, March 30, Carmen Velasquez, a member of the Chicago Board of Education, welcomed the participants at the first plenary session. Dr. Bernard Spolsky, Professor of Linguistics of the University of New Mexico, delivered his address on "The Unresolved Tension." He stated the following: "While many look for the middle way between diversity and unity, and some say that bilingualism is such a compromise, it is probably more useful to accept the fact that the tension between pluralism and melting-pot philosophy, between modernism and traditionalism, between standard language and an ethnic or traditional language, remains unresolved and sets a special challenge for those of us concerned with TESOL and bilingual education."

At the afternoon plenary session, Dr. H. Douglas Brown of the University of Illinois in Champaign-Urbana, was our guest speaker. On Saturday, Dr. Serafina Colombani, Director of the Promise of Human Development Institute in California, was the guest speaker.

Altogether there were 36 concurrent sessions. Speakers came from all parts of Illinois, as well as from Indiana, New Jersey, and New York. The sessions were all well-attended and represented a variety of special interests including vocational education, special education, computer assisted instruction, elementary and secondary ESL and bilingual techniques, adult education, and techniques for teaching reading. New ESL methodology was introduced through sessions on The Silent Way and Community-Counseling Learning.

On Friday evening, the buffet guests were treated to an excellent presentation by William J. Adelman, Professor of Labor and Industrial Relations of the University of Illinois Circle Campus. Through the use of 160 slides he traced the history and growth of various ethnic groups in the Chicago metropolitan area.

The Toledo Restaurant was the site of our luncheon which was held on Saturday, May 19, 1979. Dr. John Haskell, Northeastern Illinois University, was the speaker of the day. His topic "From Language Teaching to Language Acquisition" was written up in detail in the September, 1979 Newsletter. Sister Consuelo Chase presented the Scholarship Awards to Carmen Sanchez of Northeastern Illinois University and Sharon Spellman of Knox College.

The September Hustle took place on September 29, 1979 at Northeastern Illinois University and what a hustle it was! There was no

plenary session but there were 14 presentations in 3 concurrent sessions and a publishers display. Presenters and participants came from various parts of Illinois including Aurora, De Kalb, Champaign and Chicago.

Material selection, assessment, cross-cultural information, ESL drills, and reading were among the fourteen topics presented. These practical teacher-oriented workshops provided helpful suggestions for starting the school year for all levels of instruction from pre-school through adult. The September Hustle was an excellent start for the year.

An evening with Mary Hines, cosponsored by Illinois TESOL/BE and the ESL/Adult Education Center, on Thursday, October 4, 1979 was an interesting and informative one. Mary Hines is the author of Skits in English as a Second Language. She is also a lecturer, teacher educator. and national presenter.

On October 6, 1979, the Illinois Foreign Language Teachers Association (IFLTA) held its annual conference at the Marriott Breckenridge Pavilion in St. Louis. Affiliates from across the state were represented, including Illinois TESOL/BE. The main agenda item for the round table discussion was the Report of the Illinois Task Force on Foreign Language and International Studies. It is anticipated that the State Board of Education will soon adopt a resolution calling for the implementation of many of the Task Force Recommendations. Our President, Vicke Gunther represented us at this conference.

The new Northern Regional Chapter of Illinois TESOL/BE held its first workshop, the Fall Language Fair, on November 10, 1979, at Northern Illinois University, De Kalb. Registration was followed by the welcoming remarks of N.I.U.'s new provost, John La Tourette.

An unusual and well-received feature of the regional workshop was the Education Fair. In a bazaar-like atmosphere, a dozen presenters afforded participants the opportunity to walk around, pause for a time, and continue to the next area as they observed an ESL lesson demonstration, looked over teacher-made materials, viewed slides, arts and crafts for the bilingual child, and discussed topics of interest. Participants also enjoyed the dancing and singing of the young troupe from Aurora who performed folk dances from Latin America.

The more traditional sessions, two sets held concurrently, included presentations on the effects of bilingualism, language development, building rapport with support staff, linguistic cultural interference, vocational programs for the adult LES (limited English speakers) and others.

Approximately one hundred elementary, secondary, and adult educators attended the December 1, 1979 meeting at Illinois TESOL/BE at Northeastern Illinois University. The topics presented represented a balance between bilingual education and teaching English as a second language. The main speaker also addressed this relationship in a presentation entitled "Instructinal Design for Bilingual Programs: Where Does TESL Fit In?" This set the tone for the remainder of the workshop.

Among the other topics included in the program were: The Silent Way, Controlling Composition, Reading Approaches in the Bilingual Program, and Teaching Idioms.

Our next workshop was held at Northeastern Illinois University, February 2, 1980. This workshop was co-sponsored by the Adult Education

Service Center. Robert Poczik was the guest speaker. He inspired us to look at ESL methodology in the light of Zen, Right-Side-Left-Side Brain Theory, Suggestion, Transactional Analysis, The Silent Way, and Counseling Learning. His "hand-outs" explained these various theories. Mr. Poczik conducted two workshops during the Concurrent Sessions which followed his talk. There were also eight other workshops to choose from.

1981 CONFERENCE

Chicago was selected to host the 1981 INTERNATIONAL TESOL Conference. Unfortunately, these plans were withdrawn because the State of Illinois has not ratified the Equal rights Amendment. This conference will be held in Detroit instead.

During the International TESOL Convention held in Boston, March, 1979, several members of Illinois TESOL/BE were recognized for their dedication and accomplishments in the fields of ESL and bilingual education and were nominated and/or elected to various positions.

A decade has passed and Illinois TESOL/BE has progressed from a penniless, feeble beginning initiated by two dedicated individuals - Virginia M. Welninski and Marsha R. Santelli - to a vigorous, forward moving organization, thanks to you.

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NORTHERN ILLINOIS AFFILITATE REPRESENTATIVE

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Many thanks to those many tireless givers to Illinois TESOL and our apologies to those whose names have been inadvertantly omitted.